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ABSTRACT

This state plan for career education in Alabama describes the first-year objectives and operational procedures of the State Advisory Council for Career Education. Activities of the following six task forces are reported: (1) needs assessment for grades K-12, (2) postsecondary needs assessment, (3) noneducational (business and industry) needs assessment; (4) public relations, (5) budget, and (6) resource identification. Most of this document reports the results collected by six needs assessment instruments which were used to survey grades K-3, 4-6, 7-9, 10-12, parents and administrators and teachers. Overall results are summarized; in addition, detailed data are provided for each instrument. A Gantt chart outlines the one-year goals which were achieved, and the five-year goals are enumerated. Evaluation plans, dissemination activities, special activities, and anticipated changes and/or problems are briefly described. Appended materials include the needs assessment instruments, minutes of the meetings, and related correspondence. (BM)

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DEVELOPMENT OF STATE PLAN FOR CAREER EDUCATION IN ALABAMA. FINAL REPORT.

June 30, 1977

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FINAL REPORT
STATE PLAN FOR CAREER EDUCATION

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X STATE PLAN

7. NAME OF PROJECT DIRECTOR
Mrs. Anita Barber

8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION	TELEPHONE
Dr. Wayne Teague State Superintendent of Education State Department of Education Montgomery, Alabama	832-3316 (A/C) NUMBER (205) 832-5085

9. MAJOR ACTIVITIES

A. Formation of Advisory Council for Career Education

9A-1. The State Superintendent of Education, State Coordinator of Career Education, Director of Division of Instruction, Assistant Director of Division of Instruction met on July 6, 1976 to discuss the proposed composition of a State Advisory Council for Career Education. Suggestions for membership were obtained from various rosters of other State councils involved in the educational process of the state, as well as a roster of business and industrial leaders associated with the Alabama Chamber of Commerce. It was agreed that in order to have an equal representation from all constituencies in Alabama involved in implementation of career education, as suggested in section (a) part 160d.14 Required application data of Subpart C 45CFR 160d.13 as printed in the Federal Register, December 1, 1975, that 40 members be appointed.

9A-2. Invitations for membership were extended and those persons whose names appear of the council roster in Appendix A page 116 of this report accepted and were appointed by the Chief State School Officer to staggering terms of office for 1, 2, or 3 years (as indicated by their names). June 30 of each year will be the rotation date for council unit membership. New members being appointed in the same manner as original membership plus recom-

mendations, from any council member, submitted to the State Superintendent of Education for his approval.

9A-3. August 18, 1976 the total membership met for the organizational meeting (see agenda and minutes pages
Following a review of the proposal for a state plan for career education, a president was elected from the business representatives with a vice president-president-elect chosen from the educational personnel of the council. The State Coordinator for Career Education, as outlined in the proposal for state plan development, automatically served as the Executive Secretary and the Chief State School Officer by virtue of his office served as ex-officio chairman.

Objectives and operational procedures for the council were outlined as follows:

I. The membership of this advisory group represents each area of the state and the categories enumerated in the "proposed rule making" (45CFR part 160d), published on December 1, 1975, in the FEDERAL REGISTER, Volume 40, Number 231, Pages 55659 through 55663. The State Department of Education career education staff proposed the following objectives for action by the council:

1. To assist in the development of the State Plan for Career Education

   A. Members would provide in-put into the development of short and long-range goals

2. To locate and enlist support and assistance from key state and local groups

   A. Members would aid in securing state and community resources

3. To provide a clear linkage at the state level between education and work

   A. Members who represent business, labor, industry, government, would suggest criteria pertaining to employer expectations

4. To serve as a catalyst for state action and involvement

   A. Members would serve in public relations functions, helping to explain the need for the incorporation of career education concepts into school programs

5. To provide information regarding educational and educational-related needs in the state

   A. Members would assist in curriculum planning as it pertains to the world of work

6. To make inputs to policy formulation in the state

   A. Members would assist in community surveys as needed

7. To advise in career education program development

8. To conduct or assist in evaluations of career education

II. In addition to an introductory meeting and other scheduled meetings of the entire council, the career education staff plans to work with sub-committees in the development fo the state plan and to promote the implementation of career education.

III. Public school educators represented on the council would provide much needed suggestions for curriculum changes in both academic and vocational education.

IV. Members of the advisory council could be helpful in determining goals and objectives which would best meet the career needs of special groups such as handicapped, minority, women and persons with special needs. Public school and higher education personnel could be helpful in planning pre-and in-service career education training for teachers and assisting in developing procedures for determining the effectiveness of such programs.

V. Counselors on the council could assist in determining recommended in-service programs in career education for counselors and identify the role of counselors in developing and implementing guidelines in the areas of career counseling, career placement and follow-up.

VI. Members of the committee who represent business, labor, industry and government could be helpful in determining community resources, in developing criteria pertaining to employer expectations and by assisting in community surveys, when needed.

VII. Parents and students would be helpful in determining goals and objectives, in community surveys, in giving input to those in the teaching and counseling areas.

VIII. Members of the group who are employed in postsecondary or adult education activities could assist in determining the relationship between these activities and a state career education plan.

Each of the above objectives were accepted as a framework for the Council for 1976-1977.

9A-4 Council President, Dr. William Cook, announced that there would be no less than three general council meetings and small task forces would be appointed within a month to assist with implementation of the objectives outlined.
At the second council meeting October 6, 1976 six task forces were formulated: 1) Needs Assessment for Grades K-12; 2) Postsecondary Needs Assessment; 3) Non-educational Needs Assessment; 4) Public Relations; 5) Budget; 6) Resource Identification.
The chairperson for each task force constituted the Executive Committee of the council. (See composition of task forces in Appendix A. Page 116). Each task force met separately and listed

activities and developed some time lines for completion of each. The time lines correlated with the Gantt chart (on page 18 established by the State Department of Education, career education's staff toward development of the proposal for a state plan. It was then decided that each Task Force would set their own meeting dates as long as the dates, places and times were approved by the State Director/Coordinator.
The Needs Assessment Task Force Grades K-12 met twice as a total group to determine appropriate objectives, sequential needs and format for the needs assessment instruments and then divided itself into three groups, kindergarten through third grade; fourth grade through sixth grade; and seventh grade through twelfth grade. These groups set a target date of January 1, 1977 for either adopted needs assessment instruments to be identified for submission to 10% of Alabama's total school population of 756,000, or for instruments to be developed which would be ready for validation by this date. The sampling of 10% was statistically planned and included the appropriate sampling of children at all grade levels and had geographic coverage of the state.

Each of these small groups then met periodically to review and evaluate all needs assessment instruments they could obtain from other states, adapt items to be included on instruments and to write any additional items needed for an acceptable, affective and cognitive instrument. All items on each instrument were designed to be compatable with the goals and objectives for student learner outcomes and the eight elements of Career Education which were adopted by the State Board of Education at the onset of Career Education in Alabama in 1971.

Student Learner Outcome Goals and Objectives

Appreciations and Attitudes

Objective: To assist students in their career development so that they are able to anticipate changes in themselves and their environment and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

Self Awareness

Objective: To help sutdents develop positive feelings about themselves as persons of worth, to know themselves, and to recognize and accept their feelings, their achievements, and their interests.

Decision Making

Objective: To help students understand the value and the process of rational decision making, and through practice to develop a "sense of agency," -- the confidence that what they decide or plan can indeed have an effect upon what happens to them.

Beginning Competency

Objective: To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.

Employability Skills

Objective: To assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry-level job or apprenticeship, a junior college or technical school, a senior college or university, or in the armed services.

Economic Awareness

Objective: To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the United States and the rest of the world, and the possible implications of these changes for their careers.

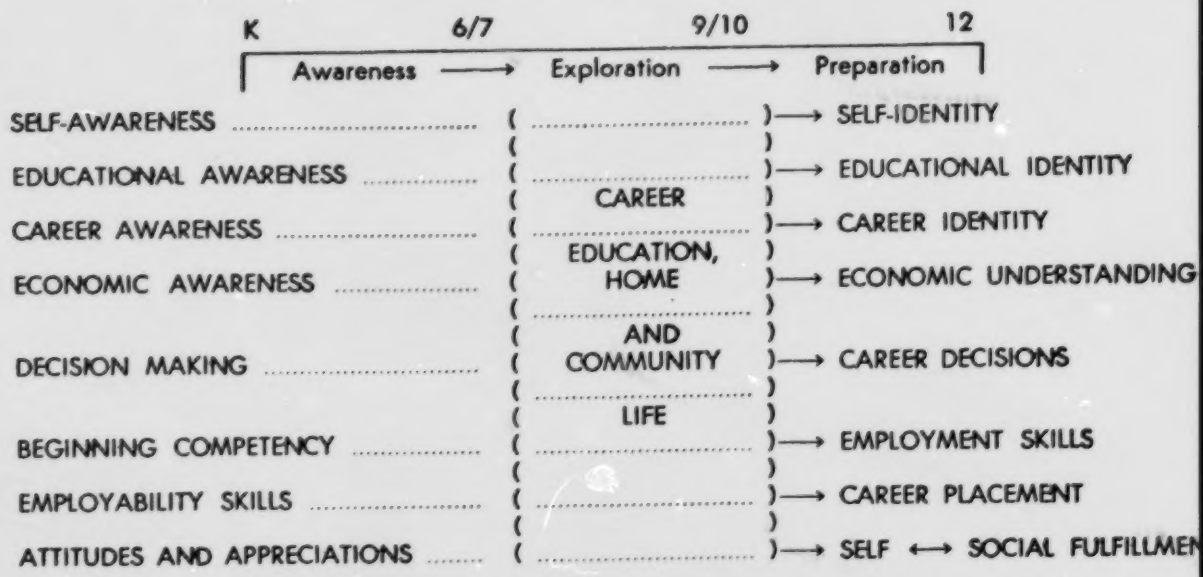
Career Awareness

Objective: To help students become acquainted with the variety of occupations in which people are employed, the various personal meanings that work has for adults, and the patterns different people follow in developing careers.

Educational Awareness

Objective: To help students become acquainted with the array of educational opportunities which will become avaliable to them as they progress through school, the nature of these opportunities; to help students perceive the relationship between education, life roles, and life styles.

ELEMENTS OF CAREER EDUCATION



The needs assessment instruments were completed on target date and were validated by field testing in eight school systems throughout the state with controlled and experimental groups in each grade level. After an analysis of data gathered from the validation study the needs assessment instruments were revised and administered as outlined in section 9-B-2 page 9 of this report. A copy of the instruments can be found in Appendix A, pages 129-139.

It was decided by the entire council at the October 6 meeting that an assessment of parents, educational administrators including local principals of grades K-12, counselors and teachers would be conducted by the K-12 needs assessment task force also. With the assistance of the state career education staff an instrument for assessing the needs and status of the aforementioned populace was developed and was administered to 10% of this population at the same time students were surveyed. Drafts of these instruments are in Appendix A, pages 129-139. The plan which was used for administration of these surveys is explained in 9C-2 page 109 of this report.

The postsecondary needs assessment task force also researched and evaluated needs assessment instruments secured from many states but decided they needed to develop instruments which would adequately evaluate and assess the needs of students, professors and administrators in Alabama's junior colleges, technical colleges, and four-year institutions of higher education.

This task force completed a draft of these instruments and scheduled a meeting with representatives of each institution in September. The survey will be conducted the last week of September 1977.

The Public Relations Task Force met four times and developed a series of radio spots which were sent to all redio stations in

the State by the Public Relations Office of the State Department.

> "Career Education is a comprehecsive education approach to the preparation of citizens to live as fulfilled human beings in a predominately technical, specialized society. Career Education should begin as early as possible and continue throughout the productive life of the individual. Career Education dictates a complete total educational program revelant to the work-world, exploratory experience, knowledge and skills resulting in further education or gainful employment. Career Education is intended to make educational subjects more meaningful in structuring all concepts toward Career Development! For further information about Career Education in Alabama, contact the State Coordinator at the State Department of Education 832-5085."

They designed some fliers and brochures about activities, objectives and membership of the advisory council. These will be printed in October 1977. The Public Relations task force also assisted the executive committee in writing a resolution causing the implementation of Career Education in Alabama schools.

Alabama's Chief State School Officer introduced the resolution to the State Board of Education on February, 1977 and asked for the Career Education Advisory Council President, Dr. William Cook, to present the resolution and comment on the Council's committment to career education. The resolution which passed by a unanimous vote reads:

WHEREAS, Alabama recognized the need for career education in 1972 by the acceptance of the following concept "To insure that students in Alabama are prepared to become constructive citizens, as demonstrated by possession of salable skills, or being prepared for further education"; and

WHEREAS, Alabama has implemented career education programs in over half of its school districts; and

WHEREAS, Alabama has achieved national prominence for the effectiveness of its program efforts to date; and

WHEREAS, Alabama has been approved for and committed to develop a state plan for career education to implement the concepts of career education for every student from elementary through university levels, both public and private, with the involvements of parents, community and business and industry personnel and services and agencies;

NOW, THEREFORE, BE IT RESOLVED that the following statement concerning the definition and the concept of career education in Alabama be included in the curriculum of the schools and be an objective of every school district in Alabama.

"Career Education" means an approach to education which emphasizes the relationships between education and work - paid or unpaid - which extend from pre-school age through retirement years. Teh term includes education relating to career awareness, career explorations, career decision making and the implementation of career decisions.

The concept of career education should be reflected in the total curriculum and organizational structure of the State Educa-

tion System. Career education is an instructional strategy which includes an awareness of the world of work, broad orientation in occupations (professional and non-professional) in-depth exploration of selected occupational clusters, career preparation, and an understanding of the economic system of which jobs are a part. Career education should not be perceived as another program existing in isolation from the rest of the educational program. It is a comcept that is completely integrated with the existing educational structure--in all subjects, for all students, and involving parents, teachers and the community at large.

AND BE IT FURTHER RESOLVED that the State Superintendent of Education be directed to cause the implementation of Career Education in the schools of Alabama forthwith, and to document this implementation.

The resource identification task force divided its members into three small groups to assess federal and state material, human, physical, and fiscal resources. The results of this committee's work is found in the Resource Guide which accompanies this report. A copy of this guide will be distributed to all teachers in K-12 grades in Alabama.

The non-educational task force met with representatives of the Alabama Development Office to discuss the possible strategies for surveying a statistically sound number of small, medium and large businesses and industries throughout the state. Using data supplied by the Industrial Relations Department and Alabama Development Office it was decided that needs assessment instruments would be developed by using some of the items contained on Industrial Development surveys and other items developed by this committee and the state career education staff. This survey is supposed to be ready for administration by November 1, 1977.

It was decided that a small business and/or industry is one which employs less than 50 persons, a medium one employs from 51 to 200 persons and a large business and/or industry is one which employs 201 or more employees.

This task force cooperated with the Alabama Occupational Information System in surveying all manufacturers in the state. The manufacturers who wished to participate with schools in career education activities are included in the lists of resources in the Resource Guide.

Sixteen members of the Advisory Council attended the Commissioner's National Conference in Houston, Texas, November 7-10, 1976. Eight of these participants, including the president and president-elect, were program presenters at the National Conference. The council president assisted Alabama's Chief State School Officer in presiding over the State caucus in Houston.

It was suggested at this caucus that the council assist the State staff in a statewide open invitational career education conference for all interested persons in Alabama as soon as possible

so as not to curtail any of the enthusiasm generated in Houston. This conference was held in Montgomery March 29-31, 1977. There were 242 persons in attendance. (See conference programs pages 120-124 Appendix A.)

All concerns expressed during the caucus in Houston, Texas were classified toward the needs for further development of career education in Alabama and are as follows:

1. Definition of Career Education - Inorder to inform the many publics and participants in Alabama, a clear concise definition is needed. A statement from the State Superintendent would be helpful in clarifying concepts and reducing misunderstandings. (This was accomplished by the resolution passed in February)

2. Public Information - The general public, as well as teachers, counselors, administrators, and school board members need to learn about career education, a series of conferences or one large statewide conference might be helpful. News reports on local radio, television and in local newspapers are badly needed. A statewide newsletter to all LEAs and local community leaders is needed. (All these were accomplished. The newsletter will be resumed in September, 1977.)

3. Implementation Plan - Direct plans for involving business, industry, labor and educators are needed to be translated by State personnel to the local levels. This is needed in scope and sequence and strategy format. Suggested means of securing committments from Local Boards of Education and Boards of Institutions of Higher Education are requested. Help is needed in teacher education programs for establishing career education as a top priority. Connections between national organizations and associations such as PTA, NEA, AASA, APGA, ASCD, civic organizations, etc. need to be strengthened so that national committment can be translated into local committment. Information packets on practical applications of career education for parents, business, total community need to be disseminated at local level. (Information packets are under development.)

9B; 1-4 Needs Assessment Objectives, Administration and Data Collected

The key to successful data collection is a well thought out plan to accurately measure a student or a group of students' ability toward achieveing a particular educational objective. The content of the instruments and the relationship to stated objectives have been outlined in part 9A-b, pages 4 -6 and in analysis pages 15-21.

The needs assessment was administered to a random sampling of Alabama's 764,341 students located in 639 K-8 level schools; 237 middle and/or junior high schools; 397 senior high schools and 60 area vocational schools. Additional or parallel inputs were collected by an assessment from administrators, counselors and teachers in each of the schools surveyed.

After analyzing the statistics of the school systems in Alabama as are shown here,

STATISTICS OF STATE SCHOOL SYSTEMS
ALABAMA

A. NUMBER OF OPERATING SCHOOL SYSTEMS:[1]

I. Total number of school systems	127
(a) Decrease (-); Increase (+) since 1969	+8
II. Total number of schools	1,402
III. Total number of pupils	756,048

B. STUDENT ENROLLMENT:[2]

I. Total enrollment			764,341
(a) Pre-primary grade-8th grade			528,318
1. Pre-primary	0	5th.grade	65,092
2. 1st.grade	58,716	6th.grade	65,583
3. 2nd.grade	56,995	7th.grade	69,594
4. 3rd.grade	58,921	8th.grade	58,039
5. 4th.grade	62,248	Elem.ungraded	0
		Elem.spec.Ed.	23,130
(b) 9th.grade-post graduates			236,023
9th.grade	67,463	Post graduates	0
10th.grade	52,665	Sec. ungraded	0
11th.grade	55,838	Sec.Spec.Ed.	0
12th.grade	50,057		

C. STUDENT ENROLLMENT ACCORDING TO RACIAL/ETHNIC GROUPS:[3]

I. SYSTEMS 106	SCHOOLS 1339	TOTAL 736,799	
(a) Amer. Ind.	285	(d) Span.Amer.	314
(b) Negro	245,391	(e) Min. Total	246,318
(c) Oriental	328	(f) Non-Min.	490,481

D. RACIAL/ETHNIC GROUPS OF FULL TIME CLASSROOM TEACHERS:[4]

I. SYSTEMS 106	SCHOOLS 1339	TOTAL 29,746	
(a) Amer. Ind.	6	(d) Span. Amer.	11
(b) Negro	8,501	(e) Min. Total	8,527
(c) Oriental	9	(f) Non-Min.	21,219

all schools in the state were put in alphabetical order by school name. The resulting list was categorized into three enrollment groupings, small (0 to 399), medium (400 to 699), and large (700 to 3,000 and up) then the categories of enrollment were divided by grade level; 1 to 6 grade, 7 to 9 grade, and 10 to 12 grade.

A nine cell matrix was then generated and each school selected in random order by grade level and enrollment size. This technique approximated 10% of all schools and students in each of the categories reflected above.

Concensus from the statisticians involved that a survey of the teachers, administrators, school board, supervisors, and parents administered in the same schools identified for the assessment constituted valid data from these populations. Therefore, 10% of all these sources would be surveyed at the same time students are.

Draft copies of the needs assessment instruments developed are in Appendix A. These surveys were designed to identify the affective areas and also how well students performed in relation to the basic learner outcomes, the cognitive areas and in affective domain as related to career education.

A validation of these instruments was conducted in eight systems throughout the state. With these results the state staff was able to identify the strenghts and weaknesses of items and revised the instruments before the total assessment was administered.

1. Education Directory, 1973-74 Public School Systems: Office of Education, DHEW
2. Statistics of Public Elementary and Secondary Day Schools, Fall 1974, National Center for Education Statistics, DHEW.
3. Directory of Public Elementary and Secondary Schools, Selected Districts, Fall 1974, Office of Civil Rights DHEW.
4. ibid.

NUMBER OF INDIVIDUAL CLASSROOM
UNITS TO BE SAMPLED BY GRADE LEVEL
AND SCHOOL SIZE

CLASSROOM UNITS IN SAMPLE	SIZE OF SCHOOL			
	SMALL	MEDIUM	LARGE	
1	8	8	2	18
2	9	5	7	21
3	10	9	5	24
4	8	9	7	24
5	16	12	3	31
6	16	9	3	28
7	17	6	4	27
8	19	5	8	32
9	19	6	6	32
10	11	5	13	29
11	10	3	8	21
12	5	3	11	19
TOTAL	148	80	77	

NUMBER OF SCHOOLS TO BE SAMPLED IN THE STATE

Grade Structure	Small	Medium	Large
1 - 6	67	27	8
7 - 9	55	9	5
10 - 12	26	6	7
TOTALS	148	42	20

ESTIMATED NUMBER OF STUDENTS CONTAINED IN SAMPLE

Grade Structure	Small	Medium	Large
1 - 6	1,575	1,446	756
7 - 9	899	478	516
10 - 12	490	298	1,109
TOTALS	2,964	2,222	2,381

RATIONALE: The number of schools in each cell were obtained by taking 10% of ALL schools of the category for each cell. For example, there are 670 schools under 400 in enrollment containing some element of grades 1-6. Some schools were used more than once due to peculiarities of organizational patterns.

The number of students in each cell was determined by taking 10% of the total enrollment in ALL schools in each cell.

FINAL CELL REDUCTION

	NUMBER OF CLASSROOM UNITS		
	SMALL (0-399)	MEDIUM (400-699)	LARGE (700-up)
GRADE STRUCTURE			
1 - 6	56	52	27
7 - 9	32	17	18
10 - 12	18	11	40
TOTALS	106	80	85

RATIONALE: The number of actual classroom units sampled were obtained by dividing the total enrollment in each cell by a constant of 28. This constant is the same one used to allocate teacher units but does not correct for extra units and supplemental units.

It became evident that in the 67 small schools in the sample it was necessary to sample a minimum of 56 units spread across six grades. Eleven units of each grade one through six were selected.

CAREER EDUCATION NEEDS ASSESSMENT
GRADES K-12
RESULTS

The needs assessment task force was created by Dr. William Cook, Chairman of the State Career Education Advisory Council. This task force accepted the challenge for the following:

1. To develop six Career Education needs assessment instruments, Level 1, for grades K through 3, Level 2, grades 4 through 6; Level 3, grades 7 through 9; Level 4, grades 10 through 12; Level 5 for Administrators and teachers; and Level 6 for parents.
2. Instruments Level 1 through 4-the task force objective was to measure the eight goals of Career Education established by U.S.O.E.. The assessment would be in the affective areas with a yes/no/some/ response to each item. The purpose of this is to determine to what extent the students have been exposed to career education objectives.
3. Instruments L-1 through L-4 must posess item difficulty and to discriminate between grade levels.
4. To develop all instruments where by a local school system can use these instruments in a local needs assessment.
5. To validate each instrument and to determine the instrument validity. Upon conpleting all levels of instruments, validation was recommended. This process required a control and experimental group. The control was selected because of their exploratory on-going career education programs. The experimental group was selected because they had not added career education to their program. The demographic data were similar in every respect.

Level 3 and Level 4 would discriminate by grade level, and items could be worked from easy to more difficult. There was a considerable amount of scatter in the control group over the experimental group. These instruments were ready to be administered for the state needs assessment.

Level 1 and Level 2 did not discriminate by grade level, nor was there enough scatter between the control and experimental groups. The areas with the least amount of scatter were in items that measured career awareness, and decision-making skills. To add validity to levels 1 and 2, twelve new items were added to each level. These items are in the cognitive area - and measure stated behavorial objectives with four distinctions in a multiple choice form.

6. The task force agreed upon the same objective for all levels with scope and sequence in context for each instrument. Listed below are the goals and objectives for the survey and a summary of each objective.

GOAL 1: Attitudes and Appreciation

OBJECTIVE: To assist students in their career development so that they are able to anticipate changes in themselves and their environments and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.

The element attitudes and appreciations was included as a means of focusing attention on the affective component of career education. Through career education and its supporting

systems, the individual should develop an internalized value system which includes a valuing of his own career role and the roles assumed by others. These appreciations and positive attitudes toward his own career role and the roles of others in the society should lead to active and satisfying participation as a productive citizen and thus, provide for both self-fulfillment and social fulfillment. Self-social fulfillment is defined as the internalization of a value system which motivates the student toward becoming a self-actualized, self-fulfilling member of the world of work with appreciations for his own role and the roles of others.

A part of career education focuses upon the development of self-understanding, the knowledge of career options, and the ability to make personal plans and decisions. The overall goal is to help students develop career maturity through acquiring knowledges, skills, and competencies necessary to the performance of their life roles in a changing and complex society.

GOAL 2: Self Awareness -- Self-Identity

OBJECTIVE: To help students develop positive feelings about themselves as persons of worth, to know themselves, and to recognize and accept their feelings, their achievements, and their interests.

The student entering school has some knowledge and attitudes about himself, what kind of a person he is, and what he hopes to become. This can be titled self-awareness. Through career education and his home and community experiences, the

student will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity. As he realized who he is and what he is like, he will develop a reasonable consistent internalized value system.

GOAL 3: Decision Making -- Career Decisions

OBJECTIVE: To help students understand the value and the process of rational decision-making, and through practice to develop decision-making skills and to develop a "sense of agency", - the confidence that what they decide or plan can indeed have an effect upon what happens to them.

The entering student has some understanding of the decision-making process and possesses some decision-making skills. If he is able to understand cause and effect relationships, he is ready to examine the decision-making process. Through career education and supporting school and life experiences, he will develop increasing skills and experience in the rational processes of decision making, practice making decisions, and come to accept the responsibility for the outcomes of his decisions. The career decisions will progress from the very tentative and flexible career decisions to those which are increasingly irreversible or reversible only at some cost of time, effort or money. He should reach a decision which represents a careers direction-setting by grade ten, or early enough to provide for the development of entry-level skill in a career plan prior to school exit. Career decisions are defined as a careers direction-setting, the product of a rational

process, a plan for immediate, intermediate, and long-term career development.

GOAL 4: Educational Awareness -- Educational Identity

OBJECTIVE: To help students become acquainted with the array of educational opportunities which will become available to them as they progress through school, the nature of these opportunities, and the career implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.

The entering student has some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by himself and others. From this basic educational awareness the student will continue to develop and refine a thorough understanding of the part education and training plan in relation to the real and now world and the changing world in which he will assume a more complete, productive participation. He will also come to recognize the need for specific education and training for specific career roles. Educational identity combines an understanding of the relationship among education and training and life roles, the knowledge of himself as a participant in education and training, his learning style, pace capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

GOAL 5: Career Awareness -- Career Identity

OBJECTIVE: To help students become acquainted with the variety of occupations in which people are employed, the various personal meanings that work has for adults, and the patterns different people follow in developing careers.

The individual entering school possesses some knowledge about, attitudes toward, and interests in some careers. He knows something about career performances and associated lifestyles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life the student should be assisted in understanding the broad range of careers which are available as they serve him, the community, or society-at-large. He should also be assisted in learning what is involved in the development, growth, behavior, training, and rewards of persons engaged in specific occupations. From this broad understanding, or career awareness, the student should experience active career exploration and preparation which leads to career identity. Career identity is defined as the individual's selection of an appropriate role or roles within the world of work.

GOAL 6: Economic Awareness -- Economic Understanding

OBJECTIVE: To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the United States and the

rest of the world, and the possible implications of these changes for their careers.

The child has observed and participated in the economic system in some extent prior to school entry. Building on this base of economic awareness, career education will facilitate the student's thorough exploration of the economic system both as it relates to career development and the community and society-at-large. Economic understandings are defined as those conceptual elements and networks which make it possible for the child or adult to read the economic environment and solve personal and social economic problems.

GOAL 7: Beginning Competency -- Employment Skills

OBJECTIVE: To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continously their progress in developing salable competencies and skills.

Beginning competency is related to the student's ability to make tool and process applications. The entering student already possesses some beginning competency in applying tool and process applications. Tool applications are defined very broadly to include "all of the ways in which man extends his behavior" (Bruner, 1960). Man extends his ideas over time and space by the use of written commucication, the telephone, paintings, photography, and by building devices. He extends his senses by the use of microscopes and telescopes, his physical capability and capacity by the harnessing of energy and the using of tools. Man engages in process applications by

imitating sequences of individual or group activities or creates new sequences of activities to accomplish tasks. Career education provides opportunities for the student to participate in tool and process applications in order to provide for employment skills. Additionally, this development will feed into other elements of career education, such as career identity, self-identity, and economic understanding.

GOAL 8: Employability Skills -- Career Placement

OBJECTIVE: To assure that every student, at the time of leaving or graduating from high school, will be placed according to his career plans in an entry-level job or apprenticeship, a junior college or university, or in the armed services.

The element employability skills is concerned with locating and obtaining career placement both on an initial and an advanced basis. Employability skills also deal with developing group participation, other social-relation awarenesses and skills, and skills related to worker adjustment.

The statistical table which follows gives the items as they appeared on each assessment instrument by grade level; the degree to which each could be determined and the results which were provided by 10% of all persons in Alabama who participated in the survey.

Career Education Needs Assessment Results
State Department of Education
Division of Instruction
Grades - 1, 2, 3
June, 1977

1. Do you know where your father works?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	76%	83%	83%	1%	3%	3%	23%	15%	15%

2. Do you know what things your father does at work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	49%	56%	63%	15%	20%	16%	36%	24%	21%

3. If your mother works outside your home, do you know where she works?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	52%	53%	51%	4%	4%	4%	43%	43%	46%

4. If your mother works outside your home, do you know what things she does at work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	42%	49%	44%	7%	9%	8%	51%	41%	49%

5. Have you ever visited your father at work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	55%	63%	62%	5%	5%	37%	39%	31%	35%

6. Have you ever visited your mother at work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	35%	46%	42%	2%	3%	3%	64%	51%	55%

7. Do you do things out of school that you can also learn more about in school?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	68%	67%	73%	12%	18%	12%	21%	16%	14%

8. Can you name five kinds of jobs people do in your community?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	65%	57%	77%	15%	15%	6%	20%	28%	16%

9. Do your teachers often tell you how your school work is like the work of adults?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	72%	52%	68%	6%	12%	11%	22%	35%	22%

10. Do your teachers have people come to your classes to talk about their work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	48%	48%	46%	12%	12%	15%	40%	40%	44%

11. Does your school have books about people at work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	90%	89%	93%	3%	4%	3%	7%	6%	4%

12. Have you read any of these books?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	52%	62%	64%	11%	13%	16%	37%	28%	20%

13. Do you play games at school where you are the worker? Example: nurse, policeman, fireman, etc.?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	64%	51%	42%	16%	9%	16%	19%	40%	42%

14. Have you been on trips with your teacher to see people at work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	37%	47%	51%	5%	3%	4%	58%	49%	45%

15. Does your teacher give you jobs to do at school?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	94%	95%	97%	4%	2%	2%	2%	3%	1%

16. Are your classmates pleased with the way you do your job at school?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	76%	53%	59%	16%	34%	29%	8%	13%	12%

17. Would you be happy if you never had to work?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	29%	31%	21%	6%	6%	6%	66%	63%	73%

18. Is the best job always the one that pays the most money?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	49%	36%	31%	5%	18%	8%	46%	46%	61%

19. Has school helped you to understand that each student is different and important?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	92%	90%	92%	5%	7%	5%	5%	3%	3%

20. Do you help at home?

Grades -	1	2	3	1	2	3	1	2	3
	yes	yes	yes	some	some	some	no	no	no
	85%	81%	85%	13%	16%	13%	1%	2%	1%

21. There are some things in the community that belong to all the people, which one does not belong to all the people?

Grades -	1	2	3
a. Churches ------	12%	12%	6%
b. City Hall -----	24%	21%	18%
c. School --------	11%	10%	8%
d. Service Station	51%	56%	67%
e. N.A. ----------	1%	1%	1%

22. We get our money to spend at home because --

Grades -	1	2	3
a. Our parents get it at the bank -------	12%	13%	6%
b. Money grows on trees ----------	6%	3%	2%
c. My parents work at a job to earn money	74%	81%	91%
d. My parents find money ----------	3%	1%	1%
e. N.A. ---------- ------	4%	2%	0%

23. If I wanted to become an outstanding leader in the community I would try to become the:

Grades -	1	2	3
a. Postman	12%	7%	4%
b. Policeman	35%	22%	17%
c. Fireman	17%	5%	5%
d. Mayor	36%	64%	74%
e. N.A.	1%	2%	0%

24. We need grocery stores in our town in order to have:

Grades -	1	2	3
a. Food	90%	95%	96%
b. Clothing	2%	1%	2%
c. Houses	2%	1%	1%
d. Cars	3%	2%	1%
e. N.A.	2%	1%	0%

25. Regardless of your life's work, you should be:

Grades -	1	2	3
a. Happy	71%	79%	89%
b. Rich	24%	17%	9%
c. Lazy	1%	2%	1%
d. Dull	2%	1%	0%
e. N.A.	1%	1%	1%

26. Do the people in our town do the same kinds of jobs as people in other towns?

Grades -	1	2	3
a. People in other towns all have the same jobs	11%	9%	9%
b. Most towns offer similiar jobs as our town -	75%	80%	75%
c. No one works in other towns	5%	3%	3%
d. Everyone is a fireman in other towns	4%	2%	2%
e. N.A.	4%	6%	10%

27. If I saw my friend do something that he was not supposed to do, I would:

Grades -	1	2	3
a. Pretend you did not see	4%	3%	3%
b. Tell him that he is doing wrong	78%	84%	83%
c. Tell my dog	4%	1%	1%
d. Not tell anyone	10%	6%	10%

28. What would you do if your mother told you while she was gone not to let anyone in the house?

Grades -	1	2	3
a. Let a friend come in and play	2%	1%	1%
b. Obey your mother and not let anyone in	83%	89%	84%
c. Go outside and play	7%	3%	4%
d. Invite some friend over	3%	1%	1%
e. N.A.	4%	6%	10%

29. If you get lost in town, you should try to find:

Grades -	1	2	3
a. A grocery store	3%	1%	1%
b. A policeman	88%	91%	88%
c. A teacher	3%	0%	1%
d. A minister	1%	2%	1%
e. N.A.	5%	6%	10%

30. If I have a toothache what would I do?

Grades -	1	2	3
a. Ask my parents to carry me to see a dentist -	85%	86%	79%
b. Let it hurt	1%	1%	1%
c. Take an aspirin	4%	3%	8%
d. Stay out of school until it's better	4%	4%	3%
e. N.A.	5%	6%	10%

31. Which of the following describes making a career decision:

Grades -	1	2	3
a. Knowing how to play ball	10%	10%	8%
b. Finding my way to school	22%	12%	12%
c. Being aware of many jobs	59%	68%	68%
d. Watching birds	5%	4%	2%
e. N.A.	4%	6%	9%

32. How will I decide what job is best for me?

Grades -	1	2	3
a. My parents will tell me	17%	10%	8%
b. I will do what my friends do	4%	2%	0%
c. I won't think about it until I finish school -	19%	29%	24%
d. I will learn about jobs that interest me	56%	53%	61%
e. N.A.	4%	5%	9%

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
ANALYSIS OF GRADES 1-3

RATIONALE: Listed below are the goals and items that measure each goal.

FINDINGS:

GOAL 1: Attitudes and Appreciation

#19. Has school helped you to understand that each student is different and important?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
92%	90%	92%	5%	7%	5%	5%	3%	3%

#25. Regardless of your life's work, you should be:

	1	2	3
a. Happy -----	71%	79%	89%
b. Rich ------	24%	17%	9%
c. Lazy ------	1%	2%	1%
d. Dull ------	2%	1%	0%
e. N.A. ------	1%	1%	1%

GOAL 2: Self Awareness

#16. Are your classmates pleased with the way you do your job at school?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
76%	53%	59%	16%	34%	29%	8%	13%	12%

#17. Would you be happy if you never had to work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
29%	31%	21%	6%	6%	6%	66%	63%	73%

#19. Has school helped you to understand that each student is different and important?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
92%	90%	92%	5%	7%	5%	5%	3%	3%

#20. Do you help at home?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
85%	81%	85%	13%	16%	13%	1%	2%	1%

#32. How will I decide what job is best for me?

	1	2	3
a. My parents will tell me	17%	10%	8%
b. I will do what my friends do	4%	2%	0%
c. I won't think about it until I finish school	19%	29%	24%
d. I will learn about jobs that interest me	56%	53%	61%
e. N.A.	4%	5%	9%

GOAL 3: Decision Making

#27. If I saw my friend do something that he was not suppose to do, I would:

	1	2	3
a. Pretend you did not see	4%	3%	3%
b. Tell him that he is doing wrong	78%	84%	83%
c. Tell my dog	4%	1%	1%
d. Not tell anyone	10%	6%	10%

#28. What would you do if your mother told you while she was gone not to let anyone in the house?

	1	2	3
a. Let a friend come in and play	2%	1%	1%
b. Obey your mother and not let anyone in	83%	89%	84%
c. Go outside and play	7%	3%	4%
d. Invite some friend over	3%	1%	1%
e. N.A.	4%	6%	10%

#29. If you get lost in town, you should try to find:

	1	2	3
a. A grocery store	3%	1%	1%
b. A policeman	88%	91%	88%
c. A teacher	3%	0%	1%
d. A minister	1%	2%	1%
e. N.A.	5%	6%	10%

#30. If I have a toothache what would I do?

	1	2	3
a. Ask my parents to carry me to see a dentist	85%	86%	79%
b. Let it hurt	1%	1%	1%
c. Take an aspirin	4%	3%	8%
d. Stay out of school until it's better	4%	4%	3%
e. N.A.	5%	6%	10%

#31. Which of the following describes making a career decision:

	1	2	3
a. Knowing how to play ball	10%	10%	8%
b. Finding my way to school	22%	12%	12%
c. Being aware of many jobs	59%	68%	68%
d. Watching birds	5%	4%	2%
e. N.A.	4%	6%	9%

#32. How will I decide what job is best for me?

	1	2	3
a. My parents will tell me	17%	10%	8%
b. I will do what my friends do	4%	2%	0%
c. I won't think about it until I finish school	19%	29%	24%
d. I will learn about jobs that interest me	56%	53%	61%
e. N.A.	4%	5%	9%

GOAL 4: Educational Awareness

#7. Do you do things out of school that you can also learn more about in school?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
68%	67%	73%	12%	18%	12%	21%	16%	14%

#9. Do your teachers often tell you how your school work is like the work of adults?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
72%	52%	68%	6%	12%	11%	22%	35%	22%

#11. Does your school have books about people at work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
90%	89%	93%	3%	4%	3%	7%	6%	4%

#12. Have you read any of these books?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
52%	62%	64%	11%	13%	16%	37%	28%	20%

#13. Do you play games at school where you are the worker? Example: nurse, policeman, fireman, etc.

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
64%	51%	42%	16%	9%	16%	19%	40%	42%

#18. Is the best job always the one that pays the most money?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
49%	36%	31%	5%	18%	8%	46%	46%	61%

GOAL 5: Career Awareness

#1. Do you know where your father works?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
76%	83%	83%	1%	3%	3%	23%	15%	15%

#2. Do you know what things your father does at work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
49%	56%	63%	15%	20%	16%	36%	24%	21%

#3. If your mother works outside your home, do you know where she works?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
52%	53%	51%	4%	4%	4%	43%	43%	46%

#4. If your mother works outside your home, do you know what things she does at work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
42%	49%	44%	7%	9%	8%	51%	41%	49%

#5. Have you ever visited your father at work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
55%	63%	62%	5%	5%	37%	39%	31%	35%

#8. Can you name five kinds of jobs people do in your community?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
65%	57%	77%	15%	15%	6%	20%	28%	16%

#10. Do your teachers have people come to your classes to talk about their work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
48%	48%	46%	12%	12%	15%	40%	40%	44%

#13. Do you play games at school where you are the worker? Example: nurse, policeman, fireman, etc.

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
64%	51%	42%	16%	9%	16%	19%	40%	42%

#14. Have you been on trips with your teacher to see people at work?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
37%	47%	51%	5%	3%	4%	58%	49%	45%

#15. Does your teacher give you jobs to do at school?

1	2	3	1	2	3	1	2	3
yes	yes	yes	some	some	some	no	no	no
94%	95%	97%	4%	2%	2%	2%	3%	1%

#21. There are some things in the community that belong to all the people, which one does not belong to all the people?

	1	2	3
a. Churches	12%	12%	6%
b. City Hall	24%	21%	18%
c. School	11%	10%	8%
d. Service Station	51%	56%	67%
e. N.A.	1%	1%	1%

#23. If I wanted to become an outstanding leader in the community I would try to become the:

	1	2	3
a. Postman	12%	7%	4%
b. Policeman	35%	22%	17%
c. Fireman	17%	5%	5%
d. Mayor	36%	64%	74%
e. N.A.	1%	2%	0%

#24. We need grocery stores in our town in order to have:

	1	2	3
a. Food	90%	95%	96%
b. Clothing	2%	1%	2%
c. Houses	2%	1%	1%
d. Cars	3%	2%	1%
e. N.A.	2%	1%	0%

#25. Regardless of your life's work, you should be:

	1	2	3
a. Happy	71%	79%	89%
b. Rich	24%	17%	9%
c. Lazy	1%	2%	1%
d. Dull	2%	1%	0%
e. N.A.	1%	1%	1%

#26. Do the people in our town do the same kinds of jobs as people in other towns?

	1	2	3
a. People in other towns all have the same jobs --	11%	9%	9%
b. Most towns offer similiar jobs as our town ----	75%	80%	75%
c. No one works in other towns ----------	5%	3%	3%
d. Everyone is a fireman in other towns ----------	4%	2%	2%
e. N.A. ----------	4%	6%	10%

GOAL 6: Economic Awareness

#22. We get our money to spend at home because --

	1	2	3
a. Our parents get it at the bank ----------	12%	13%	6%
b. Money grows on trees ----------	6%	3%	2%
c. My parents work at a job to earn money --------	74%	81%	91%
d. My parents find money ----------	3%	1%	1%
e. N.A. ----------	4%	2%	0%

Career Education Needs Assessment Results
State Department of Education
Division of Instruction
Grades - 4, 5, 6
June, 1977

1. Do you know where your father works?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	83%	76%	78%	3%	3%	5%	13%	21%	16%

2. Do you know what things your father does at work?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	67%	61%	66%	16%	16%	16%	17%	24%	19%

3. If your mother works outside your home, do you know where she works?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	59%	54%	54%	2%	4%	2%	39%	42%	43%

4. If your mother works outside your home, do you know what things she does at work?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	53%	50%	52%	6%	7%	5%	41%	44%	44%

5. Have you ever visited your father at work?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	60%	51%	55%	3%	3%	3%	37%	46%	42%

6. Have you ever visited your mother at work?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	50%	45%	43%	3%	2%	2%	47%	53%	55%

7. Have you had an opportunity at school to discuss the kind of job you may want when you are through school?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	65%	67%	43%	11%	7%	15%	25%	27%	42%

8. Do you know how many years of school you will need for the job you may want in the future?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	44%	45%	37%	12%	8%	9%	45%	46%	53%

9. Do you know the school subjects you are good in and really like?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	90%	88%	89%	6%	6%	6%	4%	6%	5%

10. Are your best subjects the same as those you will use for your future career?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	35%	37%	33%	32%	26%	35%	33%	38%	32%

11. Do you have hobbies or out-of-school activities that you can also learn more about in school?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	69%	64%	52%	12%	14%	15%	19%	23%	34%

12. Do you know the kinds of job opportunities that are available in your local community?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	43%	38%	28%	27%	27%	28%	30%	35%	44%

13. Do your teachers often tell you how your school subjects will help you in your future career?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	75%	80%	64%	13%	11%	19%	12%	9%	17%

14. Do you know whom to see in your school to get information about jobs you may want in your future?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	51%	48%	32%	10%	4%	9%	39%	47%	59%

15. Do your teachers have people come to your classes to tell you about their work?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	49%	33%	21%	17%	21%	19%	34%	46%	59%

16. Does your school library have books about various careers?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	83%	83%	73%	12%	12%	22%	4%	5%	5%

17. Have you read books about a variety of occupations?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	45%	39%	33%	21%	19%	20%	33%	42%	46%

18. Do you go on field trips to learn about various work experiences?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	48%	46%	27%	17%	20%	19%	34%	34%	54%

19. Have you ever visited a person who does the same job that you would like for a future occupation?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	72%	70%	64%	6%	3%	3%	22%	26%	32%

20. Do you know which talents you possess and excel?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	69%	56%	57%	16%	16%	20%	15%	28%	22%

21. Have you discussed in school how possible occupational choices can effect your personal life-style?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	39%	42%	25%	14%	11%	16%	47%	47%	59%

22. Do you need information about resources to find out more about yourself and various careers: (Examples of resources are books, field trips, films, filmstrips, etc.)?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	73%	70%	53%	17%	13%	20%	10%	16%	17%

23. Do you need to learn how to make decisions and choices?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	63%	66%	49%	15%	11%	21%	22%	23%	30%

24. Do you need to learn how labor unions affect workers and the jobs?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	65%	75%	65%	13%	10%	17%	22%	14%	18%

25. Are you aware of the amount of money it takes to operate your school?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	41%	47%	36%	27%	8%	16%	31%	45%	48%

26. Are you aware of the amount of money it takes to operate your home?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	58%	70%	65%	22%	12%	14%	20%	18%	20%

27. Has school helped you understand that all work is important regardless of the reward?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	85%	81%	72%	9%	8%	15%	7%	12%	13%

28. Would you be happy if you never had to work?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	11%	14%	11%	8%	7%	8%	81%	79%	81%

29. Is the best job always the one that pays the most money?

Grades -	4	5	6	4	5	6	4	5	6
	yes	yes	yes	some	some	some	no	no	no
	18%	17%	14%	16%	10%	12%	67%	73%	73%

30. By learning to make decisions in school and home, I will be able to solve other problems in life.

Grades -	4	5	6
a. I agree.	88%	80%	88%
b. I disagree.	5%	6%	5%
c. It makes no difference.	3%	5%	4%
d. I do not care.	2%	2%	2%
e. N.A.	1%	7%	1%

31. Why should a student discuss his/her problems with a teacher?

Grades -	4	5	6
a. The teacher will gine the student a better grade.	5%	4%	3%
b. The student wants to upset the teacher.	4%	1%	3%
c. The teacher is trained to help a troubled student	87%	83%	92%
d. The teacher has nothing else to do.	3%	3%	2%
e. N.A.	1%	8%	1%

32. When should a teenager be allowed to date?

Grades -	4	5	6
a. When he/she graduates from high school.	16%	13%	9%
b. When he/she feels they want to.	16%	10%	13%
c. When his/her parents feel they are responsible.	59%	59%	68%
d. When the opportunity arises.	8%	11%	8%
e. N.A.	1%	8%	1%

33. Your little sister is always trying to get you in trouble at home. Every time she does, you get mad and want to hit her. To get along with her you should:

Grades -	4	5	6
a. Ask Mother and Dad what to do.	61%	54%	65%
b. Tell on her for something she did.	10%	13%	13%
c. Hide her school books.	4%	4%	2%
d. "Get something" on her so she'll behave.	23%	20%	18%
e. N.A.	2%	8%	2%

34. Why would a doctor need a nurse to work for him?

Grades -	4	5	6
a. He needs someone to order around.	4%	4%	4%
b. To get the job done.	65%	63%	58%
c. He needs someone to talk to during the day.	1%	2%	2%
d. She better understands the job due to her training.	28%	23%	35%
e. N.A.	1%	7%	1%

35. An electrician, mechanic, carpenter or plumber would:

Grades -	4	5	6
a. Spend most of his time reading.	4%	3%	2%
b. Need to get a college degree.	21%	22%	23%
c. Be a poor sport.	2%	1%	1%
d. Like working with his hands.	71%	65%	73%
e. N.A.	2%	8%	1%

36. By choosing a career you set your:

Grades -	4	5	6
a. Watch.	7%	7%	3%
b. Table.	3%	3%	1%
c. Hen.	1%	1%	1%
d. Lifestyle.	88%	81%	93%
e. N.A.	1%	8%	1%

37. By exploring various careers at school, at scouts, and in the community, I will develop skills to choose a :

Grades -	4	5	6
a. Gift.	6%	5%	2%
b. New jacket.	4%	4%	1%
c. Career.	85%	81%	93%
d. Candy bar.	4%	2%	2%
e. N.A.	1%	8%	1%

38. In school, math is very easy for Joan. What occupation should she choose?

Grades -	4	5	6
a. A model.	5%	5%	3%
b. An airline stewardess.	5%	5%	3%
c. A bookkeeper or accountant.	69%	65%	84%
d. An English teacher.	19%	17%	8%
e. N.A.	2%	8%	1%

39. What courses should a student take if he or she wanted to become a doctor?

Grades -	4	5	6
a. Mathematics, and P.E.	3%	2%	2%
b. Mathematics, Physics, Biology, and Chemistry	73%	71%	86%
c. Reading and fundamental skills.	12%	12%	9%
d. English and Social studies.	9 %	7%	2%
e. N.A.	2%	8%	1%

40. You do not know for sure what you want to do as an adult. You should:

Grades -	4	5	6
a. Wait for your parents to tell you what to do.	10%	10%	6%
b. Read books and talk to people with different jobs	56%	58%	74%
c. Ask your friend what to do.	1%	3%	2%
d. Not worry about it.	9%	7%	7%
e. N.A.	23%	22%	12%

41. Marie loves new colthes and jewelry and also loves to spend money on other things. Her mother said that when she's 16 she may have a car if she will pay for it. Marie should:

Grades -	4	5	6
a. Learn all she can about cars.	8%	11%	6%
b. Open a savings account and make weekly deposits.	57%	58%	76%
c. Try to talk Daddy into buying the car.	4%	4%	5%
d. Forget about saving money until she's 16.	6%	5%	2%
e. N.A.	24%	22%	12%

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
ANALYSIS OF GRADES 4-6

GOAL 1: Attitudes and Appreciations

#19. Have you ever visited a person who does the same job that you would like for a future occupation?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
72%	70%	64%	6%	3%	3%	22%	26%	32%

#20. Do you know which talents you possess and excel?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
69%	56%	56%	16%	16%	20%	15%	28%	22%

#27. Has school helped you understand that all work is important regardless of the reward?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
85%	81%	72%	9%	8%	16%	7%	12%	13%

#28. Would you be happy if you never had to work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
11%	14%	11%	8%	7%	8%	81%	79%	81%

GOAL 2: Self Awareness

#9. Do you know the school subjects you are good in and really like?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
90%	88%	89%	6%	6%	6%	4%	6%	5%

#10. Are your best subjects the same as those you will use for your future career?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
35%	37%	33%	32%	26%	35%	33%	38%	32%

#19. Have you ever visited a person who does the same job that you would like for a future occupation?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
72%	70%	64%	6%	3%	3%	22%	26%	32%

#20. Do you know which talents you possess and excel?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
69%	56%	57%	16%	16%	20%	15%	28%	22%

#21. Have you discussed in school how possible occupational choices can effect your personal life-style?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
39%	42%	25%	14%	11%	16%	47%	47%	59%

#28. Would you be happy if you never had to work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
11%	14%	11%	8%	7%	8%	81%	79%	81%

#37. By exploring various careers at school, at scouts, and in the community, I will develop skills to choose a:

	4	5	6
a. Gift	6%	5%	2%
b. New jacket	4%	4%	1%
c. Career	85%	81%	93%
d. Candy bar	4%	2%	2%
e. N.A.	1%	8%	1%

GOAL 3: Decision Making

#7. Have you had an opportunity at school to discuss the kind of job you may want when you are through school?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
65%	67%	43%	11%	7%	15%	25%	27%	42%

#8. Do you know how many years of school you will need for the job you may want in the future?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
44%	45%	37%	12%	8%	9%	45%	46%	53%

#14. Do you know whom to see in your school to get information about jobs you may want in your future?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
51%	48%	32%	10%	4%	9%	39%	47%	59%

#22. Do you need information about resources to find out more about yourself and various careers: (Examples of resources are books, field trips, films, filmstrips, etc.)?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
73%	70%	63%	17%	13%	20%	10%	16%	17%

#23. Do you need to learn how to make decisions and choices?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
63%	66%	49%	15%	11%	21%	22%	23%	30%

#27. Has school helped you understand that all work is important regardless of the reward?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
85%	81%	72%	9%	8%	15%	7%	12%	13%

#30. By learning to make decisions in school and home, I will be able to solve other problems in life.

	4	5	6
a. I agree	88%	80%	88%
b. I disagree	5%	6%	5%
c. It makes no difference	3%	5%	4%
d. I do not care	2%	2%	2%
e. N.A.	1%	7%	1%

#31. Why should a student discuss his/her problems with a teacher?

	4	5	6
a. The teacher will give the student a better grade	5%	4%	3
b. The student wants to upset the teacher	4%	1%	3
c. The teacher is trained to help a troubled student	87%	83%	92
d. The teacher has nothing else to do	3%	3%	2
e. N.A.	1%	8%	1

#32. When should a teenager be allowed to date?

	4	5	
a. When he/she graduates from high school	16%	13%	
b. When he/she feels they want to	16%	10%	1
c. When his/her parents feel they are responsible	59%	59%	6
d. When the opportunity arises	8%	11%	
e. N.A.	1%	8%	

#33. Your little sister is always trying to get you in trouble at home. Every time she does, you get mad and want to hit her. To get along with her you should:

	4	5	6
a. Ask Mother and Dad what to do	61%	54%	65%
b. Tell on her for something she did	10%	13%	13%
c. Hide her school books	4%	4%	2%
d. "Get something" on her so she'll behave	8%	11%	8%
e. N.A.	1%	8%	1%

#37. By exploring various careers at school, at scouts, and in the community, I will develop skills to choose a:

	4	5	6
a. Gift	6%	5%	2%
b. New jacket	4%	4%	1%
c. Career	85%	81%	93%
d. Candy bar	4%	2%	2%
e. N.A.	1%	8%	1%

#38. In school, math is very easy for Joan. What occupation should she choose?

	4	5	6
a. A model	5%	5%	3%
b. An airline stewardess	5%	5%	3%
c. A bookkeeper or accountant	69%	65%	84%
d. An English teacher	19%	17%	8%
e. N.A.	2%	8%	1%

#39. What courses should a student take if he or she wanted to become a doctor?

	4	5	6
a. Mathemetics and P.E.	3%	2%	2%
b. Mathemetics, Physics, Biology and Chemistry	73%	71%	86%
c. Reading and fundamental skills	12%	12%	9%
d. English and Social studies	9%	7%	2%
e. N.A.	2%	8%	1%

#40. You do not know for sure what you want to do as an adult. You should:

	4	5	6
a. Wait for your parents to tell you what to do	10%	10%	6%
b. Read books and talk to people with different jobs	56%	58%	74%
c. Ask your friend what to do	1%	3%	2%
d. Not worry about it	9%	7%	7%
e. N.A.	23%	22%	12%

#41. Marie loves new clothes and jewelry and also loves to spend money on other things. Her mother said that when she's 16 she may have a car if she will pay for it. Marie should:

	4	5	6
a. Learn all she can about cars	8%	11%	6%
b. Open a savings account and make weekly deposits	57%	58%	76%
c. Try to talk Daddy into buying the car	4%	4%	5%
d. Forget about saving money until she's 16	6%	5%	2%
e. N.A.	24%	22%	12%

GOAL 4: Educational Awareness

#8. Do you know how many years of school you will need for the job you may want in the future?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
44%	45%	37%	12%	8%	9%	45%	46%	53%

#11. Do you have hobbies or out-of-school activities that you can also learn more about in school?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
69%	64%	52%	12%	14%	15%	19%	23%	34%

#13. Do your teachers often tell you how your school subjects will help you in your future career?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
75%	80%	64%	13%	11%	19%	12%	9%	17%

#14. Do you know whom to see in your school to get information about jobs you may want in your future?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
51%	48%	32%	10%	4%	9%	39%	47%	59%

#16. Does your school library have books about various careers?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
83%	83%	73%	12%	12%	22%	4%	5%	5%

#17. Have you read books about a variety of occupations?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
45%	39%	33%	21%	19%	20%	33%	42%	46%

#18. Do you go on field trips to learn about various work experiences?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
48%	46%	27%	17%	20%	19%	34%	34%	54%

#22. Do you need information about resources to find out more about yourself and various careers: (Examples of resources are books, field trips, films, filmstrips, etc.)?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
73%	70%	63%	17%	13%	20%	10%	16%	17%

#38. In school, math is very easy for Joan. What occupation should she choose?

	4	5	6
a. A model	5%	5%	3%
b. An airline stewardess	5%	5%	3%
c. A bookkeeper or accountant	69%	65%	84%
d. An English teacher	19%	17%	8%
e. N.A.	2%	8%	1%

#39. What courses should a student take if he or she wanted to become a doctor?

	4	5	6
a. Mathematics and P.E.	3%	2%	2%
b. Mathematics, Physics, Biology and Chemistry	73%	71%	86%
c. Reading and fundamental skills	12%	12%	9%
d. English and Social studies	9%	7%	2%
e. N.A.	2%	8%	1%

GOAL 5: Career Awareness

#1. Do you know where your father works?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
83%	76%	78%	3%	3%	5%	13%	21%	16%

#2. Do you know what things your father does at work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
67%	61%	66%	16%	16%	16%	17%	24%	19%

#3. If your mother works outside your home, do you know where she works?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
59%	54%	54%	2%	4%	2%	39%	42%	43%

#4. If your mother works outside your home, do you know what things she does at work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
53%	50%	52%	6%	7%	5%	41%	44%	44%

#5. Have you ever visited your father at work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
60%	51%	55%	3%	3%	3%	37%	46%	42%

#6. Have you ever visited your mother at work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
50%	45%	43%	3%	2%	2%	47%	53%	55%

#7. Have you had an opportunity at school to discuss the kind of job you may want when you are through school?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
65%	67%	43%	11%	7%	15%	25%	27%	42%

#12. Do you know the kinds of job opportunities that are available in your local community?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
43%	38%	28%	27%	27%	28%	30%	35%	44%

#15. Do your teachers have people come to your classes to tell you about their work?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
49%	33%	21%	17%	21%	19%	34%	46%	59%

#18. Do you go on field trips to learn about various work experiences?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
48%	46%	27%	17%	20%	19%	34%	34%	54%

#19. Have you ever visited a person who does the same job that you would like for a future occupation?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
72%	70%	64%	6%	3%	3%	22%	26%	32%

#34. Why would a doctor need a nurse to work for him?

	4	5	6
a. He needs someone to order around	4%	4%	4%
b. To get the job done	65%	63%	58%
c. He needs someone to talk to during the day	1%	2%	2%
d. She better understands the job due to her training	28%	23%	35%
e. N.A.	1%	7%	1%

#35. An electrician, mechanic, carpenter or plumber would:

	4	5	6
a. Spend most of his time reading	4%	3%	2%
b. Need to get a college degree	21%	22%	23%
c. Be a poor sport	2%	1%	1%
d. Like working with his hands	71%	65%	73%
e. N. A.	2%	8%	1%

#36. By choosing a career you set your:

	4	5	6
a. Watch	7%	7%	3%
b. Table	3%	3%	1%
c. Hen	1%	1%	1%
d. Lifestyle	88%	81%	93%
e. N.A.	1%	8%	1%

GOAL 6: Economic Awareness

#25. Are you aware of the amount of money it takes to operate your school?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
41%	47%	36%	27%	8%	16%	31%	45%	48%

#26. Are you aware of the amount of money it takes to operate your home?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
58%	70%	65%	22%	12%	14%	20%	18%	20%

#27. Has school helped you understand that all work is important regardless of the reward?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
85%	81%	72%	9%	8%	15%	7%	12%	13%

#29. Is the best job always the one that pays the most money?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
18%	17%	14%	16%	10%	12%	67%	73%	73%

#41. Marie loves new clothes and jewelry and also loves to spend money on other things. Her mother said that when she's 16 she may have a car if she will pay for it. Marie should:

	4	5	6
a. Learn all she can about cars	8%	11%	6%
b. Open a savings account and make weekly deposits	57%	58%	76%
c. Try to talk Daddy into buying the car	4%	4%	5%
d. Forget about saving money until she's 16	6%	5%	2%
e. N.A.	24%	22%	12%

GOAL 8: Employability Skills

#13. Do your teachers often tell you how your school subjects will help you in your future career?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
75%	80%	64%	13%	11%	19%	12%	9%	17%

#24. Do you need to learn how labor unions affect workers and the jobs?

4	5	6	4	5	6	4	5	6
yes	yes	yes	some	some	some	no	no	no
65%	75%	65%	13%	10%	17%	22%	14%	18%

Career Education Needs Assessment Results
State Department of Education
Division of Instruction
Grades - 7, 8, 9
June, 1977

1. Have your teachers helped you to identify how family, school, peer groups, community, and work experiences will influence your life-style?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	32%	49%	39%	52%	39%	46%	16%	12%	14%

2. Do you realize you need various skills to set obtainable goals in life?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	91%	93%	95%	5%	4%	3%	3%	2%	1%

3. Have your school experiences aided you to understand that planned priorities and goals are more likely to be attained?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	57%	52%	53%	31%	33%	31%	13%	15%	16%

4. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	43%	55%	45%	39%	31%	34%	18%	15%	21%

5. Have your teachers helped you to become aware of your limitations, as well as your strengths, as they relate to your future?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	41%	49%	32%	42%	35%	41%	17%	17%	27%

6. Has your school provided simulated work experiences in order that you might become aware of job skills?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	31%	38%	34%	19%	24%	25%	50%	38%	40%

7. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	37%	53%	36%	40%	31%	37%	23%	16%	27%

8. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	32%	43%	39%	19%	18%	19%	48%	39%	42%

9. Have your teachers helped you to know that different occupations require different types of educational preparation?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	50%	65%	58%	35%	24%	31%	15%	11%	11%

10. Has your school explained the distinction between the terms "career" and "occupation" ?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	17%	32%	26%	23%	22%	23%	60%	45%	51%

11. Has your school provided you with opportunities to learn about and recognize various job clusters?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	19%	27%	28%	23%	38%	32%	58%	35%	40%

12. I have had the opportunity to explore the advantages and disadvantages of several career areas.

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	20%	29%	23%	27%	28%	26%	54%	43%	50%

13. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	19%	27%	19%	32%	28%	30%	49%	45%	51%

14. Has your school provided you with opportunities to take field trips and observe others working in areas which you are interested?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	35%	25%	27%	25%	17%	20%	39%	57%	53%

15. Does your school have books, films, filmstrips, catalogs, and other information available for you to use to study about various careers?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	67%	71%	58%	24%	19%	29%	9%	10%	14%

16. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	25%	22%	20%	22%	21%	22%	54%	57%	58%

17. Has school helped you to understand that you are responsible for the outcomes of your decision?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	65%	73%	65%	26%	17%	22%	10%	10%	13%

18. Has your school provided you the opportunity to make realistic decisions and plans?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	25%	28%	25%	40%	39%	43%	35%	32%	31%

19. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	34%	31%	27%	32%	33%	30%	35%	36%	43%

20. Has your school helped you understand that a job done well is rewarded by self-satisfaction and the recognition of others?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	61%	66%	52%	26%	23%	31%	13%	11%	17%

21. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	44%	39%	32%	29%	38%	33%	27%	23%	34%

22. Has your school provided experiences to help you understand there is dignity in all work?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	37%	42%	31%	40%	32%	31%	23%	26%	37%

23. Does your school actively encourage you to demonstrate good work habits?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	59%	60%	47%	29%	24%	34%	12%	15%	19%

24. Has your school helped you to become familiar with the use of basic tools, equipment, and materials associated with the world of work?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	25%	33%	38%	34%	29%	30%	41%	39%	32%

25. Does your school help you in planning and preparing for a "next step" beyond high school, in either employment or futher education?

Grades -	7	8	9	7	8	9	7	8	9
	yes	yes	yes	some	some	some	no	no	no
	34%	46%	48%	35%	28%	33%	31%	26%	19%

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
ANALYSIS OF GRADES 7-9

GOAL 1: Attitudes and Appreciations

#5. Have your teachers helped you to become aware of your limitations, as well as your strengths, as they relate to your future?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
41%	49%	32%	42%	35%	41%	17%	17%	27%

#20. Has your school helped you understand that a job done well is rewarded by self-satisfaction and the recognition of others?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
61%	66%	52%	26%	23%	31%	13%	11%	17%

#22. Has your school provided experiences to help you understand there is dignity in all work?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
37%	42%	31%	40%	32%	31%	23%	26%	37%

#23. Does your school actively encourage you to demonstrate good work habits?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
59%	60%	47%	29%	24%	34%	12%	15%	19%

GOAL 2: Self Awareness

#1. Have your teachers helped you to identify how family, school, peer groups, community, and work experiences will influence your life-style?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
32%	49%	39%	52%	39%	46%	16%	12%	14%

#2. Do you realize you need various skills to set obtainable goals in life?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
91%	93%	95%	5%	4%	3%	3%	2%	1%

#4. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
43%	55%	45%	39%	31%	34%	18%	15%	21%

#5. Have your teachers helped you to become aware of your limitations, as well as your strengths, as they relate to your future?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
41%	49%	32%	42%	35%	41%	17%	17%	27%

#8. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
32%	43%	39%	19%	18%	19%	48%	39%	42%

#20. Has your school helped you understand that a job done well is rewarded by self-satisfaction and the recognition of others?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
61%	66%	52%	26%	23%	31%	13%	11%	17%

#21. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
44%	39%	32%	29%	38%	33%	27%	23%	34%

#23. Does your school activity encourage you to demonstrate good work habits?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
59%	60%	47%	29%	24%	34%	12%	15%	19%

GOAL 3: Decision Making

#2. Do you realize you need various skills to set obtainable goals in life?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
91%	93%	95%	5%	4%	3%	3%	2%	1%

#3. Have your school experiences aided you to understand that planned priorities and goals are more likely to be attained?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
57%	52%	53%	31%	33%	31%	13%	15%	16%

#9. Have your teachers helped you to know that different occupations require different types of educational preparation?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
50%	65%	58%	35%	24%	31%	15%	11%	11%

#17. Has school helped you to understand that you are responsible for the outcomes of your decision?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
65%	73%	65%	26%	17%	22%	10%	10%	13%

#18. Has your school provided you the opportunity to make realistic decisions and plans?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
25%	28%	25%	40%	39%	43%	35%	32%	31%

GOAL 4: Educational Awareness

#1. Have your teachers helped you to identify how family, school, peer groups, community, and work experiences will influence your life-style?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
32%	49%	39%	52%	39%	46%	16%	12%	14%

#4. Has your school helped you to consider information about yourself as it relates to your future education and occupational plans?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
43%	55%	45%	39%	31%	34%	18%	15%	21%

#7. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
37%	53%	36%	40%	31%	37%	23%	16%	27%

#8. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
32%	43%	39%	19%	18%	19%	48%	39%	42%

#10. Has your school explained the distinction between the terms "career" and "occupation"?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
17%	32%	26%	23%	22%	23%	60%	45%	51%

#11. Has your school provided you with opportunities to learn about and recognize various job clusters?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
19%	27%	28%	23%	38%	32%	58%	35%	40%

#15. Does your school have books, films, filmstrips, catalogs, and other information available for you to use to study about various careers?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
67%	71%	58%	24%	19%	29%	9%	10%	14%

#19. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
34%	31%	27%	32%	33%	30%	35%	36%	43%

GOAL 5: Career Awareness

#7. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
37%	53%	36%	40%	31%	37%	23%	16%	27%

#9. Have your teachers helped you to know that different occupations require different types of educational preparation?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
50%	65%	58%	35%	24%	31%	15%	11%	11%

#11. Has your school provided you with opportunities to learn about and recognize various job clusters?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
19%	27%	28%	23%	38%	32%	58%	35%	40%

#12. I have had the opportunity to explore the advantages and disadvantages of several career areas.

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
20%	29%	23%	27%	28%	26%	54%	43%	50%

#13. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
19%	27%	19%	32%	28%	30%	49%	45%	51%

#16. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
25%	22%	20%	22%	21%	22%	54%	57%	58%

#25. Does your school help you in planning and preparing for a "next step" beyond high school, in either employment or further education?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
34%	46%	48%	35%	28%	33%	31%	26%	19%

GOAL 7: Skill Awareness

#6. Has your school provided simulated work experiences in order that you might become aware of job skills?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
31%	38%	34%	19%	24%	25%	50%	38%	40%

#12. I have had the opportunity to explore the advantages and disadvantages of several career areas.

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
20%	29%	23%	27%	28%	26%	54%	43%	50%

#14. Has your school provided you with opportunities to take field trips and observe others working in areas which you are interested?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
35%	25%	27%	25%	17%	20%	39%	57%	53%

#16. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
25%	22%	20%	22%	21%	22%	54%	57%	58%

#24. Has your school helped you to become familiar with the use of basic tools, equipment, and materials associated with the world of work?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
25%	33%	38%	34%	29%	30%	41%	39%	32%

GOAL 8: Employability Skills

#13. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
19%	27%	19%	32%	28%	30%	49%	45%	51%

#25. Does your school help you in planning and preparing for a "next step" beyond high school, in either employment or further education?

7	8	9	7	8	9	7	8	9
yes	yes	yes	some	some	some	no	no	no
34%	46%	48%	35%	28%	33%	31%	26%	19%

Career Education Needs Assessment Results
State Department of Education
Division of Instruction
Grades - 10, 11, 12
June, 1977

1. Have your school experiences helped you understand your interests, aptitudes, and achievements necessary to developing your career goals?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	39%	47%	46%	49%	44%	46%	13%	9%	8%

2. Have your teachers helped you to identify how family, school, peer group, community, and work experiences will influence your life-style?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	40%	35%	48%	37%	44%	35%	23%	21%	18%

3. Have your counselors helped you to identify how family, school, peer group, church, community, and work experiences will influence your life-style?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	19%	17%	23%	30%	30%	32%	51%	52%	44%

4. Have your school experiences aided you to understand that planned priorities and goals are more likely to be attained?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	62%	52%	57%	25%	32%	31%	13%	16%	11%

5. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	54%	42%	53%	30%	31%	32%	16%	20%	16%

6. Have your teachers helped you to become aware of your limitations, as well as your strengths, as they relate to your future?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	37%	33%	38%	42%	41%	42%	21%	26%	20%

7. Has your school helped you understand there are social, economic, educational, and cultural factors which will relate to your career choices?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	52%	46%	54%	30%	35%	31%	18%	19%	15%

8. Have your educational experiences helped you to understand the relationships between levels of education and employment?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	56%	51%	57%	32%	34%	32%	0%	15%	11%

9. Have your course selections in high school influenced your tentative career plans?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	44%	41%	44%	33%	36%	35%	23%	22%	21%

10. Has your school provided simulated work experiences in order that you might become aware of job skills and examine tentative job choices?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	33%	36%	30%	27%	25%	30%	40%	30%	40%

11. Has your school provided you with access to information you want and need about post high school educational and career opportunities?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	37%	40%	46%	35%	38%	37%	4%	21%	17%

12. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	28%	24%	32%	39%	38%	35%	33%	38%	33%

13. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	35%	32%	38%	22%	29%	26%	43%	38%	36%

14. Have your teachers helped you to know that different occupations require different types of education preparation?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	57%	52%	57%	26%	30%	27%	16%	18%	17%

15. Has your school explained the distinction between the terms "career" and "occupation"?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	21%	20%	25%	18%	20%	22%	61%	60%	53%

16. Has your school provided you with opportunities to learn about and recognize various job clusters?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	23%	20%	22%	31%	36%	37%	46%	44%	41%

17. Have you had the opportunity ot explore the advantages and disadvantages of several career areas?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	17%	18%	21%	26%	25%	24%	53%	57%	54%

18. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	15%	20%	19%	29%	28%	29%	58%	51%	52%

19. Has your school provided you with opportunities to take field trips to observe others working in areas in which you are interested?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	17%	17%	21%	17%	20%	21%	66%	64%	58%

20. Does your school have books, films, filmstrips, catalogs, and other information available for you to use to study about various careers?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	51%	45%	43%	33%	30%	37%	17%	25%	20%

21. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	27%	22%	32%	25%	25%	26%	48%	53%	42%

22. Has your school helped you understand the relationship of your anticipated career choice toward economic trends found in your community, state, and nation?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	11%	12%	17%	39%	39%	36%	45%	49%	48%

23. Has your school helped you to understand that you are responsible for the outcomes of your decisions?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	58%	55%	55%	21%	26%	24%	21%	19%	21%

24. Has your school provided you the opportunity to make realistic decisions and plans?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	28%	28%	31%	38%	39%	37%	34%	32%	31%

25. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	26%	25%	23%	30%	27%	28%	45%	48%	49%

26. Has your school helped you understand that a job done well is rewarded by self-satisfaction?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	52%	56%	55%	27%	26%	24%	21%	18%	22%

27. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	24%	19%	21%	38%	40%	39%	38%	40%	40%

28. Has your school provided information about employer expectations?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	17%	20%	19%	30%	32%	35%	53%	48%	46%

29. Has your school helped you to become familiar with the use of basic tools, equipment, and materials associated with the world of work?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	24%	25%	21%	35%	33%	33%	40%	42%	46%

30. Has your school provided you with the opportunity to have simulated work experiences related to your tentative career plans?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	17%	19%	17%	27%	31%	30%	55%	51%	53%

31. Have you been provided experiences in preparing applications and resumes related to employment?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	20%	30%	27%	21%	19%	21%	59%	51%	52%

32. Have you had practical experiences in the use of social and communicative skills necessary for employment interviews?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	17%	27%	56%	22%	29%	49%	25%	26%	49%

33. Have your teachers provided opportunities for you to learn to present infromation about your abilities, training, and experiences to employers in a convincing manner?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	17%	19%	23%	32%	31%	35%	51%	50%	42%

34. Does your school help you in planning and preparing for a "next step" beyond high school in either employment or further education?

Grades -	10	11	12	10	11	12	10	11	12
	yes	yes	yes	some	some	some	no	no	no
	38%	39%	44%	41%	39%	39%	22%	22%	17%

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
ANALYSIS OF GRADES 10-12

GOAL 1: Attitudes and Appreciations

#2. Have your teachers helped you to identify how family, school, peer group, community and work experiences will influence your life-style?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
40%	35%	48%	37%	44%	35%	23%	21%	18%

#3. Have your counselors helped you to identify how family, school, peer group, church community, and work experiences will influence your life-style?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
19%	17%	23%	30%	30%	32%	51%	52%	44%

#7. Has your school helped you understand there are social, economic, educational, and cultural factors which will relate to your career choices?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
52%	46%	54%	30%	35%	31%	18%	19%	15%

#26. Has your school helped you understand that a job done well is rewarded by self-satisfaction?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
52%	56%	55%	27%	26%	24%	21%	18%	22%

#27. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
24%	19%	21%	38%	40%	39%	38%	40%	40%

GOAL 2: Self Awareness

#1. Have your school experiences helped you understand your interests, aptitudes, and achievements necessary to developing your career goals?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
39%	47%	46%	49%	44%	46%	13%	9%	8%

#2. Have your teachers helped you to identify how family, school, peer group, community, and work experiences will influence your life-style?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
40%	35%	48%	37%	44%	35%	23%	21%	18%

#3. Have your counselors helped you to identify how family, school, peer group, church, community, and work experiences will influence your life-style?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
19%	17%	23%	30%	30%	32%	51%	52%	44%

#5. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
54%	42%	53%	30%	31%	32%	16%	20%	16%

#6. Have your teachers helped you to become aware of your limitations, as well as your strenghts, as they relate to your future?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
37%	33%	38%	42%	41%	42%	21%	26%	20%

#7. Has your school helped you understand there are social, economic, educational, and cultural factors which will relate to your career choices?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
52%	46%	54%	30%	35%	31%	18%	19%	15%

#13. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
35%	32%	38%	22%	29%	26%	43%	38%	36%

#25. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
26%	25%	23%	30%	27%	28%	45%	48%	49%

#27. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
24%	19%	21%	38%	40%	39%	38%	40%	40%

GOAL 3: Decision Making

#4. Have your school experiences aided you to understand that planned priorities and goals are more likely to be attained?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
62%	52%	57%	25%	32%	31%	13%	16%	11%

#14. Have your teachers helped you to know that different occupations require different types of education preparation?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
57%	52%	57%	26%	30%	27%	16%	18%	17%

#23. Has your school helped you to understand that you are responsible for the outcomes of your decisions?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
58%	55%	55%	21%	26%	24%	21%	19%	21%

#24. Has your school provided you the opportunity to make realistic decisions and plans?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
28%	28%	31%	38%	39%	37%	34%	32%	31%

GOAL 4: Educational Awareness

#1. Have your school experiences helped you understand your interests, aptitudes, and achievements necessary to develop your career goals?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
39%	47%	46%	49%	44%	46%	13%	9%	8%

#8. Have your educational experiences helped you to understand the relationships between levels of education and employment?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
56%	51%	57%	32%	34%	32%	0%	15%	11%

#9. Have your course selections in high school influenced your tentative career plans?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
44%	41%	44%	33%	36%	35%	23%	22%	21%

#12. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
28%	24%	32%	39%	38%	35%	33%	38%	33%

#13. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
35%	32%	38%	22%	29%	26%	43%	38%	36%

#15. Has your school explained the distinction between the terms "career" and "occupation"?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
21%	20%	25%	18%	20%	22%	61%	60%	53%

#16. Has your school provided you with opportunities to learn about and recognize various job clusters?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
23%	20%	22%	31%	36%	37%	46%	44%	41%

#20. Does your school have books, films, filmstrips, catalogs, and other information available for you to use to study about various careers?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
51%	45%	43%	33%	30%	37%	17%	25%	20%

#25. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
26%	25%	23%	30%	27%	28%	45%	48%	49%

#31. Have you been provided experiences in preparing applications and resumes related to employment?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
20%	30%	27%	21%	19%	21%	59%	51%	52%

#32. Have you had practical experiences in the use of social and communicative skills necessary for employment interviews?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	27%	56%	22%	29%	49%	25%	26%	49%

#34. Does your school help you in planning and preparing for a "next step" beyond high school in either employment or further education?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
38%	39%	44%	41%	39%	39%	22%	22%	17%

GOAL 5: Career Awareness

#5. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
54%	42%	53%	30%	31%	32%	16%	20%	16%

#12. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
28%	24%	32%	39%	38%	35%	33%	38%	33%

#19. Has your school provided you with opportunities to take field trips to observe others working in areas in which you are interested?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	17%	21%	17%	20%	21%	66%	64%	58%

#21. Have your teachers invited prople to come to your classes to talk about their work and the requirements for their jobs?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
27%	22%	32%	25%	25%	26%	48%	53%	42%

#22. Has your school helped you understand the relationship of your anticipated career choice toward economic treads found in your community, state, and nation?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
11%	12%	17%	39%	39%	36%	45%	49%	48%

#30. Has your school provided you with the opportunity to have simulated work experiences related to your tentative career plans?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	19%	17%	27%	31%	30%	55%	51%	53%

#34. Does your school help you in planning and preparing for a "next step" beyond high school in either employment or further education?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
38%	39%	44%	41%	39%	39%	22%	22%	17%

GOAL 6: Economic Awareness

#7. Has your school helped you understand there are social, economic, educational, and cultural factors which will relate to your career choices?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
52%	46%	54%	30%	35%	31%	18%	19%	15%

#22. Has your school helped you understand the relationship of your anticipated career choice toward economic treads found in your community, state, and nation?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
11%	12%	17%	39%	39%	36%	45%	49%	48%

GOAL 7: Skill Awareness

#10. Has your school provided simulated work experiences in order that you might become aware of job skills and examine tentative job choices?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
33%	36%	30%	27%	25%	30%	40%	30%	40%

#16. Has your school provided you with opportunities to learn about and recognize various job clusters?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
23%	20%	22%	31%	36%	37%	46%	44%	41%

#19. Has your school provided you with opportunities to take field trips to observe others working in areas in which you are interested?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	17%	21%	17%	20%	21%	66%	64%	58%

#21. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
27%	22%	32%	25%	25%	26%	48%	53%	42%

#29. Has your school helped you to become familiar with the use of basic tools, equipment, and materials associated with the world of work?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
24%	25%	21%	35%	33%	33%	40%	42%	46%

#30. Has your school provided you with the opportunity to have simulated work experiences related to your tentative career plans?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	19%	17%	27%	31%	30%	55%	51%	53%

GOAL 8: #11. Has your school provided you with access to information you want and need about post high school educational and career opportunities?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
37%	40%	46%	35%	38%	37%	4%	21%	17%

#18. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
15%	20%	19%	29%	28%	29%	58%	51%	52%

#28. Has your school provided information about employer expectations?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	20%	19%	30%	32%	35%	53%	48%	46%

#31. Have you been provided experiences in preparing applications and resumes related to employment?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
20%	30%	27%	21%	19%	21%	59%	51%	52%

#32. Have you had practical experiences in the use of social and communicative skills necessary for employment interviews?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	27%	56%	22%	29%	49%	25%	26%	49%

#33. Have your teachers provided opportunities for you to learn to present information about your abilities, training, and experiences to employers in a convincing manner?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
17%	19%	23%	32%	31%	35%	51%	50%	42%

#34. Does your school help you in planning and preparing for a "next step" beyond high school in either employment or further education?

10	11	12	10	11	12	10	11	12
yes	yes	yes	some	some	some	no	no	no
38%	39%	44%	41%	39%	39%	22%	22%	17%

LIST OF FINDINGS

1. Students indicate they lack knowledge about self.
2. Students indicate teachers show little or no interest in their strengths as they relate to student's future.
3. Students indicate the curriculum does not relate to future occupational choices.
4. Students indicate teachers do not place enough emphasis on academic subjects as they should relate to the world of work.
5. Students do not understand test scores relevant to career opportunities.
6. Students indicate jobs and job clusters were omitted for their educational process.
7. Students are not aware of their community relevant to job opportunities.
8. One of every four students sampled indicated teachers have not invited people to speak from the world of work.
9. Students indicate they are not adequately prepared to make realistic decision.
10. Students indicate hobbies and leisure time are being ommitted from the educational process.
11. Three-fourths of the students sampled indicated thry were not familiar with basic tools and equipment associated with the world of work.
12. Students indicate they are not properly prepared to complete an application or resume relevant to employment.
13. It is indicated that our schools are not preparing students in decision making beyond high school for employment or further education.
14. It is indicated that not all students are aware of parents employment.
15. Students should be made aware of self and their importance to the home, family and community.
16. Students should be aware of the various jobs available in the community.
17. Students need to read more books about the world of work.
18. It is indicated that field trips to see people at work should be integrated into the curriculum.
19. There is a need for decision making activities to be integrated into the curriculum.

20. Students have not had the opportunity to explore the advantages and disadvantages of several career areas.

21. Our schools have not helped students understand that a job done well is rewarded by self-satisfaction and gain recognition by others.

22. Students indicate they are not encouraged to develop good work habits.

23. Students have not developed an understanding of our free enterprise system.

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
ADMINISTRATORS AND TEACHERS SURVEY
JUNE, 1977

OUR SCHOOL(S) PROVIDES STUDENTS THE FOLLOWING OPPORTUNITIES:

1. To develop effective life decision-making skills.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	12%	31%	49%	25%	24%
More - - - -	50%	56%	40%	53%	65%
Same Amount	9%	12%	12%	19%	10%
Less -	3%	1%	0	1%	0
Don't Know	3%	0	0	1%	0

2. To become aware of how they can apply these skills to relate to jobs and occupations.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	35%	30%	44%	21%	35%
More - - - -	59%	54%	47%	54%	56%
Same Amount	3%	15%	9%	19%	9%
Less -	3%	1%	0	3%	0
Don't Know	0%	0	0	1%	0

3. To develop positive attitudes toward themselves, school, community, and work.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	62%	39%	49%	31%	37%
More - - - -	18%	48%	47%	44%	56%
Same Amount	18%	13%	2%	22%	6%
Less -	0	0	2%	1%	1%
Don't Know	3%	0	0	0	0

4. To develop an appreciation for the personal, social, and economic significance of work.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	53%	36%	49%	30%	24%
More - - - -	44%	49%	40%	47%	62%
Same Amount	3%	14%	12%	20%	13%
Less -	0	1%	0	1%	1%
Don't Know	0	0	0	0	0

5. To develop an awareness of their interests, aptitudes, needs and values as an aid to career planning.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	38%	28%	42%	24%	35%
More - - - -	47%	54%	42%	50%	50%
Same Amount	12%	16%	16%	24%	14%
Less -	0	2%	0	1%	1%
Don't Know	0	0	0	1%	0

6. To become aware of the many occupational options open to them.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	29%	29%	30%	26%	28%
More - - - -	65%	47%	56%	42%	59%
Same Amount	3%	23%	14%	25%	13%
Less -	3%	1%	0	5%	0
Don't Know	0	0	0	0	0

7. To consider how their career choice may affect their lifestyle.

	Supt.	Prin.	Supv.	Teach	Couns.
Great deal more	21%	31%	44%	23%	21%
More - - - -	62%	47%	37%	50%	64%
Same Amount	15%	22%	14%	22%	15%
Less -	3%	0	5%	2%	0
Don't Know	0	0	0	1%	0

8. To explore their interests and aptitudes through actual or simulated work experience.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	18%	30%	37%	20%	30%
More - - - -	62%	41%	51%	48%	53%
Same Amount	12%	25%	9%	19%	9%
Less -	9%	2%	2%	8%	5%
Don't Know	0	2%	0	3%	2%

9. To develop an understanding and appreciation of our free enterprise system.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	41%	31%	40%	18%	16%
More - - - -	50%	42%	40%	44%	50%
Same Amount	9%	25%	19%	33%	33%
Less -	0	1%	2%	2%	0
Don't Know	0	1%	0	3%	1%

10. To develop a flexible career plan.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	21%	23%	35%	15%	15%
More - - - -	62%	49%	49%	52%	63%
Same Amount	15%	25%	14%	20%	21%
Less -	3%	1%	2%	6%	0
Don't Know	0	1%	0	4%	0

11. To be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	38%	35%	53%	29%	29%
More - - - -	50%	48%	33%	40%	56%
Same Amount	6%	14%	12%	23%	15%
Less - -	3%	3%	2%	3%	0
Don't Know	3%	0	0	3%	0

IN ORDER TO PROVIDE CAREER EDUCATION FOR STUDENTS, WE NEED:

12. A policy statement from the local board of education supporting and defining career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	15%	18%	19%	19%	20%
More - - - -	44%	36%	47%	37%	44%
Same Amount	24%	36%	33%	35%	33%
Less -	9%	5%	0	3%	0
Don't Know	3%	1	0	4%	1%

13. One person designated to coordinate career education efforts within our school system.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	21%	26%	30%	24%	26%
More - - - -	47%	29%	35%	35%	38%
Same Amount	24%	34%	28%	29%	27%
Less -	3%	3%	0	4%	1%
Don't Know	3%	3%	2%	6%	6%

14. Cooperation of teachers in integrating career education with the total school curriculum.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	29%	23%	47%	22%	29%
More - - - -	59%	50%	44%	47%	47%
Same Amount	9%	22%	7%	26%	22%
Less -	0	1%	2%	1%	0
Don't Know	0	0	0	1%	0

15. Adequate evaluation systems for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	24%	33%	19%	29%
More - - - -	62%	48%	44%	47%	47%
Same Amount	12%	22%	21%	26%	15%
Less -	0	1%	2%	2%	2%
Don't Know	0	0	0	4%	2%

16. Assistance in identifying, cataloging, and utilizing school and community resources for career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	33%	24%	30%	26%	33%
More - - - -	53%	48%	58%	52%	48%
Same Amount	9%	22%	12%	17%	14%
Less -	3%	1%	0	2%	1%
Don't Know	0	0	0	1%	2%

17. Planned conferences for administrators, teachers, and counselors to share ideas and resources.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	24%	30%	24%	28%
More - - - -	53%	47%	58%	44%	42%
Same Amount	21%	22%	12%	24%	21%
Less -	0	3%	0	3%	1%
Don't Know	0	0	0	2%	0

18. Release time for teachers, administrators, and counselors to develop local career education materials.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	18%	32%	30%	36%	30%
More - - - -	41%	34%	42%	41%	44%
Same Amount	32%	23%	21%	15%	20%
Less -	0	5%	5%	3%	1%
Don't Know	6%	1%	2%	3%	1%

19. In-service training for all school staff concerning career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	27%	40%	27%	30%
More - - - -	59%	41%	49%	39%	47%
Same Amount	6%	21%	9%	23%	17%
Less -	6%	5%	2%	5%	1%
Don't Know	3%	1%	0	3%	2%

20. A local needs assessment for career education.

	Supt.	Prin	Supv.	Teach.	Couns.
Great deal more	12%	21%	28%	20%	26%
More - - - -	59%	47%	51%	48%	43%
Same Amount	15%	24%	14%	22%	23%
Less -	9%	2%	7%	1%	1%
Don't Know	3%	1%	0	4%	1%

21. A local plan for career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	15%	24%	28%	24%	28%
More - - - -	56%	46%	58%	45%	43%
Same Amount	21%	24%	12%	24%	23%
Less -	3%	1%	2%	0	2%
Don't Know	3%	1%	0	2%	0

22. Communication and cooperation between school and community to facilitate career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	26%	28%	33%	30%	29%
More - - - -	59%	47%	58%	38%	51%
Same Amount	9%	19%	5%	26%	16%
Less -	3%	3%	5%	0	1%
Don't Know	0	0	0	4%	0

23. A program of "testing" to help students identify their interests and abilities.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	29%	25%	26%	29%	21%
More - - - -	50%	49%	53%	41%	58%
Same Amount	18%	20%	14%	21%	16%
Less - - - -	0	2%	7%	4%	1%
Don't Know	0	1%	0	2%	1%

24. More communications between state agencies, institutions of higher education, local schools and community.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	15%	26%	37%	28%	24%
More - - - -	56%	51%	44%	44%	52%
Same Amount	24%	17%	14%	21%	20%
Less -	0	1%	5%	0	1%
Don't Know	3%	0	0	3%	0

25. A coordinated plan for career education for all students at all ages, beginning in early childhood proceeding through retirement.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	30%	37%	32%	36%
More - - - -	56%	43%	49%	40%	44%
Same Amount	18%	18%	7%	19%	13%
Less -	0	2%	5%	2%	2%
Don't Know	0	2%	2%	5%	2%

IN ORDER TO PROVIDE CAREER EDUCATION FOR STUDENTS, AS A TEACHER I NEED

26. Suggestions and examples showing application of career education strategies in each subject area.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	27%	23%	34%	16%
More - - - -	44%	42%	42%	47%	49%
Same Amount	3%	14%	5%	14%	13%
Less	0	1%	5%	0	1%
Don't Know	0	1%	0	2%	1%
N.A.	29%	16%	26%	3%	20%

27. Opportunities for teachers of the same grade level or discipline to share their classroom activities in career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	15%	21%	30%	29%	19%
More - - - -	44%	46%	35%	49%	41%
Same Amount	12%	16%	5%	17%	16%
Less	0	1%	2%	0	1%
Don't Know	0	1%	0	2%	1%
N.A.	29%	16%	28%	3%	22%

28. Follow-up activities to see where our students are one and five years after graduation.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	26%	37%	33%	33%	19%
More - - - -	35%	32%	30%	42%	43%
Same Amount	9%	12%	9%	17%	14%
Less -	0	2%	2%	0	2%
Don't Know	0	1%	0	6%	2%
N.A.	29%	16%	26%	2%	20%

29. Counselor Support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	32%	21%	26%	18%	13%
More - - - -	32%	35%	33%	32%	30%
Same Amount	12%	20%	14%	35%	34%
Less -	0	1%	2%	1%	1%
Don't Know	0	2%	0	4%	1%
N.A.	24%	20%	26%	10%	21%

30. Administrative support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	29%	16%	26%	16%	16%
More - - - -	35%	39%	28%	33%	29%
Same Amount	12%	22%	21%	38%	31%
Less -	0	0	0	0	1%
Don't Know	0	1%	0	3%	1%
N.A.	24%	22%	26%	10%	21%

31. Parent support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	24%	23%	29%	21%
More - - - -	41%	36%	42%	37%	41%
Same Amount	9%	17%	7%	20%	13%
Less -	0	1%	2%	1%	3%
Don't Know	3%	1%	0	2%	1%
N.A.	24%	21%	26%	11%	21%

32. Community support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	38%	22%	30%	28%	21%
More - - - -	26%	39%	35%	38%	38%
Same Amount	9%	18%	9%	19%	16%
Less -	0%	1%	0	1%	2%
Don't Know	3%	1%	0	2%	1%
N.A.	24%	20%	26%	12%	21%

WHAT IS THE SOURCE OF YOUR SPECIFIC KNOWLEDGE OR TRAINING IN CAREER EDUCATION AND WHAT IS ITS AMOUNT OF INFLUENCE ON YOU?

33. Part of my degree program.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	9%	3%	16%	22%	26%
Med. Level	21%	26%	14%	21%	42%
Low Level	24%	24%	23%	22%	14%
None	32%	27%	33%	30%	8%
No Opinion	15%	21%	14%	14%	27%

34. Professional meetings or conferences.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	15%	12%	11%	6%	24%
Med. Level	62%	34%	44%	30%	48%
Low Level	6%	26%	9%	29%	15%
None	3%	9%	9%	23%	1%
No Opinion	15%	18%	12%	13%	11%

35. Professional journals and/or books.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	18%	10%	19%	15%	20%
Med. Level	17%	45%	40%	36%	58%
Low Level	18%	20%	26%	26%	9%
None	3%	6%	2%	12%	1%
No Opinion	13%	18%	14%	10%	11%

36. School in-service workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	12%	7%	23%	7%	12%
Med. Level	32%	28%	33%	26%	37%
Low Level	29%	28%	23%	25%	29%
None	9%	18%	9%	26%	10%
No Opinion	18%	17%	12%	17%	11%

37. College- or university-sponsored workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	9%	7%	9%	9%	14%
Med. Level	29%	16%	28%	14%	26%
Low Level	35%	21%	23%	18%	22%
None	9%	38%	28%	40%	21%
No Opinion	18%	19%	12%	18%	17%

38. State Department Workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	12%	5%	19%	2%	13%
Med.Level	38%	18%	28%	11%	24%
Low Level	21%	20%	21%	16%	15%
None	15%	38%	21%	50%	34%
No Opinion	12%	8%	12%	20%	14%

39. Newsletters or brochures.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	6%	3%	14%	8%	13%
Med. Level	56%	41%	33%	24%	43%
Low Level	24%	25%	33%	31%	24%
None	3%	12%	9%	22%	7%
No Opinion	12%	19%	12%	15%	13%

PLEASE INDICATE YOUR OPINION AS TO THE DEGREE OF POTENTIAL INFLUENCE EACH OF THE FOLLOWING COULD HAVE IN YOUR TRAINING, THE TRAINING OF YOUR COLLEAGUES AND THAT OF FUTURE EDUCATORS IN CAREER EDUCATION.

40. Local coordinator of career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	50%	39%	47%	45%	48%
Med. Level	32%	36%	33%	31%	31%
Low Level	0	3%	2%	7%	8%
None	6%	3%	0	2%	1%
No Opinion	12%	19%	18%	14%	11%

41. State Department Workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	29%	18%	44%	28%	35%
Med. Level	50%	46%	37%	42%	37%
Low Level	12%	14%	9%	12%	16%
None	0	4%	0	3%	1%
No Opinion	9%	18%	9%	15%	10%

42. Part of a degree program.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	38%	24%	42%	33%	45%
Med. Level	41%	45%	30%	34%	33%
Low Level	9%	9%	9%	12%	9%
None	0	3%	5%	4%	2%
No Opinion	12%	19%	14%	17%	10%

43. Professional Meetings or Conferences.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	21%	18%	47%	32%	35%
Med. Level	59%	50%	37%	42%	48%
Low Level	12%	11%	7%	11%	7%
None	0	2%	0	1%	0
No Opinion	9%	19%	9%	14%	9%

44. Professional journals and/or books.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	24%	17%	35%	25%	30%
Med. Level	47%	49%	42%	41%	43%
Low Level	21%	16%	12%	17%	14%
None	0	1%	0	2%	1%
No Opinion	9%	16%	12%	14%	11%

45. School in-service workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	38%	30%	58%	36%	30%
Med. Level	47%	43%	28%	40%	51%
Low Level	6%	8%	5%	7%	7%
None	0	2%	0	2%	0
No Opinion	9%	17%	9%	15%	11%

46. College- or university-sponsored workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	32%	16%	37%	32%	34%
Med. Level	38%	46%	37%	40%	44%
Low Level	21%	18%	14%	11%	9%
None	0	3%	2%	2%	1%
No Opinion	9%	19%	9%	14%	11%

47. Newsletters or brochures.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	21%	10%	33%	20%	21%
Med. Level	53%	46%	40%	43%	53%
Low Level	15%	18%	14%	16%	13%
None	3%	3%	2%	6%	1%
No Opinion	9%	22%	12%	15%	11%

48. What source of funding has enabled your system to implement career education?

1.___ Local funds
2.___ Federal funds
3.___ State funds
4.___ Vocational Education funds.
5.___ Private funds

	Supt.	Prin.	Supv.	Teach.	Couns.
Local Funds	50%	27%	30%	14%	28%
Federal Funds	21%	24%	40%	21%	20%
State Funds	6%	11%	5%	13%	16%
Vocational Funds	6%	5%	7%	6%	3%
Private Funds	0	0	0	0	1%
None	18%	32%	19%	45%	31%

CAREER EDUCATION NEEDS ASSESSMENT
ADMINISTRATORS AND TEACHERS
ANALYSIS

RATIONALE: Listed below are the objectives of the Administrators and Teachers instrument. Each objective has a number of items that measures the degree of emphasis that Superintendents, Principals, Supervisors, and Teachers placed upon each of the following objectives.

OBJECTIVE 1: Our schools provide students with the following opportunities:

Items 1 - 11

		Supt.	Prin.	Supv.	Teach.	Coun.
FINDINGS:	Items with highest ratings -	4	1&3	3	1	3
	Items with 2nd highest ratings -	2	1&3	2	4	2
	Items with 3rd highest ratings -	3	4	1&4	2&3	1

These are the items ranked the most significant by the total participants.
Highest - Item #3
2nd highest - Item #7
3rd highest - Item #6

		Supt.	Prin.	Supv.	Teach.	Coun.
FINDINGS:	Items with lowest ratings -	1	8	9	9	9
	Items with 2nd lowest ratings -	3	10	7	10	10
	Items with 3rd lowest ratings -	8	9	5&10	6	3

These are the items rated the least significant by the total participants.
Lowest - Item #9
2nd lowest - Item #10
3rd lowest - Item #8

OBJECTIVE 2: In order to provide career education for students, we need:

Items 12 - 25

		Supt.	Prin.	Supv.	Teach.	Coun.
FINDINGS:	Items with highest ratings -	15&16	24	14-22	16	16
	Items with 2nd highest ratings -		22		18	22-25
	Items with 3rd highest ratings -	23	23	19	24-25	

These are the items ranked the most significant by the total participants.
Highest - Item #14
2nd highest - Item #16
3rd highest - Item #18

FINDINGS:		Supt.	Prin.	Supv.	Teach.	Coun.
	Items with lowest ratings -	12-18-23	12	13	12	12
	Items with 2nd lowest ratings -	"	13	12	13	13
	Items with 3rd lowest ratings -	"	18	18	15-19	20

These are the items ranked the most significant by the total participants.
Lowest - Item #12
2nd lowest - Item #13
3rd lowest - Item #20

OBJECTIVE 3: In order to provide career education for students, as a teacher I need:

Items 26 - 32

FINDINGS:		Supt.	Prin.	Supv.	Teach.	Coun.
	Items with highest ratings -	26	26	26,27,31,32	26	26
	Items with 2nd highest ratings -	31	28	"	27	27-31
	Items with 3rd highest ratings -	"	"	"	"	"

These items ranked the most significant by the total participants.
Highest - Items #31
2nd Highest - Item #28
3rd highest - Item #26

FINDINGS:		Supt.	Prin.	Supv.	Teach.	Coun.
	Items with lowest ratings -	28	31	30	29	29
	Items with 2nd lowest ratings -	29	32	29	30	30
	Items with 3rd lowest ratings -	"	"	"	"	"

These items ranked the least significant by the total participants.
Lowest - Item #30
2nd lowest - Item #29
3rd lowest - Item #32

OBJECTIVE 4: What is the source of your specific knowledge or training in career education and what is it's amount of influence on you?

Items 33 - 39

FINDINGS:		Supt.	Prin.	Supv.	Teach.	Coun.
	Items with highest ratings -	77	35	35	35	35
	Items with 2nd highest ratings -	62	34	34	33	33
	Items with 3rd highest ratings -	38	39	38-39	34	39

These items ranked the most significant by the total participants.
Highest - Item #34
2nd highest - Item #33
3rd highest - Item #39

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	33	37-38	33	38	38
Items with 2nd lowest ratings -	36	"	37	37	37
Items with 3rd lowest ratings -	35	33	38-39	32	36

These are the items ranked the least significant by the total participants.
Lowest - Item #35
2nd lowest - Item #38
3rd lowest - Item #36

OBJECTIVE 5: Indicate your opinion as to the degree of potential influence each of the following could have in your training. The training of your colleagues and that of future educators in career education.

Items 40 - 47

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with highest ratings -	45	42	45	40-45	43
Items with 2nd highest ratings -	40	40	43	"	45
Items with 3rd highest ratings -	43	45	41	41	40

These items ranked the most significant by the total participants.
Highest - Item #43
2nd highest - Item #42
3rd highest - Item #44

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	46	47	42	47	41
Items with 2nd lowest ratings -	44	46	47	44	44
Items with 3rd lowest ratings -	47	41	46	42	47

These items ranked the least significant by the total participants.
Lowest - Item #40-41
2nd lowest - Item #40-41
3rd lowest - Item #45-46

CAREER EDUCATION NEEDS ASSESSMENT
ADMINISTRATORS AND TEACHERS
ANALYSIS

RATIONALE: Listed below are the objectives of the Administrators and Teachers instrument. Each objective has a number of items that measures the degree of emphasis that Superintendents, Principals, Supervisors, and Teachers placed upon each of the following objectives.

OBJECTIVE 1: Our schools provide students with the following opportunities:

Items 1 - 11

	Supt.	Prin.	Supv.	Teach.	Coun
FINDINGS: Items with highest ratings -	4	1&3	3	1	3
Items with 2nd highest ratings -	2	1&3	2	4	2
Items with 3rd highest ratings -	3	4	1&4	2&3	1

These are the items ranked the most significant by the total participants.

Highest - Item #3

3. To develop positive attitudes toward themselves, school, community and work.

	Supt.	Prin.	Supv.	Teach.	Coun
Great deal more	62%	39%	49%	31%	37%
More - - - -	18%	48%	47%	44%	56%
Same Amount	18%	13%	2%	22%	6%
Less -	0	0	2%	1%	1%
Don't Know	3%	0	0	0	0

2nd Highest - Item #7

7. To consider how their career choice may affect their lifestyle.

	Supt.	Prin.	Supv.	Teach	Coun
Great deal more	21%	31%	44%	23%	21%
More - - - -	62%	47%	37%	50%	64%
Same Amount	15%	22%	14%	22%	15%
Less -	3%	0	5%	2%	0
Don't Know	0	0	0	1%	0

3rd Highest - Item #6

6. To become aware of the many occupational options open to them.

	Supt.	Prin.	Supv.	Teach.	Couns
Great deal more	29%	29%	30%	26%	28%
More - - - -	65%	47%	56%	42%	59%
Same Amount	3%	23%	14%	25%	13%
Less -	3%	1%	0	5%	0
Don't Know	0	0	0	0	0

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	1	8	9	9	9
Items with 2nd lowest ratings -	3	10	7	10	10
Items with 3rd lowest ratings -	8	9	5&10	6	3

These are the items rated the least significant by the total participants.

Lowest - Item #9

9. To develop an understanding and appreciation of our free enterprise system.

	Supt.	Prin.	Supv.	Teach.	Coun
Great deal more	41%	31%	40%	18%	16%
More - - - -	50%	42%	40%	44%	50%
Same Amount	9%	25%	19%	33%	33%
Less -	0	1%	2%	2%	0
Don't Know	0	1%	0	3%	1%

2nd lowest - Item #10

10. To develop a flexible career plan.

	Supt.	Prin.	Supv.	Teach.	Coun
Great deal more	21%	23%	35%	15%	15%
More - - - -	62%	49%	49%	52%	63%
Same Amount	15%	25%	14%	20%	21%
Less -	3%	1%	2%	6%	0
Don't Know	0	1%	0	4%	0

3rd lowest - Item #8

8. To explore their interests and aptitudes through actual or simulated work experiences.

	Supt.	Prin.	Supv.	Teach.	Couns
Great deal more	18%	30%	37%	20%	30%
More - - - -	62%	41%	51%	48%	53%
Same Amount	12%	25%	9%	19%	9%
Less -	9%	2%	2%	8%	5%
Don't Know	0	2%	0	3%	2%

OBJECTIVE 2: In order to provide career education for students, we need:

Items 12 - 25

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with highest ratings -	15&16	24	14-22	16	16
Items with 2nd highest ratings -		22		18	22-25
Items with 3rd highest ratings -	23	23	19	24-25	

These are the items ranked the most significant by the total participants.

Highest - Item #14

14. Cooperation of teachers in integrating career education with the total school curriculum.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	29%	23%	47%	22%	29%
More - - - -	59%	50%	44%	47%	47%
Same Amount	9%	22%	7%	26%	22%
Less -	0	1%	2%	1%	0
Don't Know	0	0	0	1%	0

2nd Highest - Item #16

16. Assistance in identifying, cataloging, and utilizing school and community resources for career education.

	Supt.	Prin.	Supv.	Teach.	Coun
Great deal more	33%	24%	30%	26%	33%
More - - - -	53%	48%	58%	52%	48%
Same Amount	9%	22%	12%	17%	14%
Less -	3%	1%	0	2%	1%
Don't Know	0	0	0	1%	2%

3rd Highest - Item #18

18. Release time for teachers, administrators, and counselors to develop local career education materials.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	18%	32%	30%	36%	30%
More - - - -	41%	34%	42%	41%	44%
Same Amount	32%	23%	21%	15%	20%
Less -	0	5%	5%	3%	1%
Don't Know	6%	1%	2%	3%	1%

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	12-18-23	12	13	12	12
Items with 2nd lowest ratings -	"	13	12	13	13
Items with 3rd lowest ratings -	"	18	18	15-19	20

These are the items ranked the most significant by the total participants.

Lowest - Item #12

12. A policy statement from the local board of education supporting and defining career education.

	Supt.	Prin.	Supv.	Teach.	Coun
Great deal more	15%	18%	19%	19%	20%
More - - - -	44%	36%	47%	37%	44%
Same Amount	24%	36%	33%	35%	33%
Less -	9%	5%	0	3%	0
Don't Know	3%	1	0	4%	1%

2nd lowest - Item #13

13. One person designated to coordinate career education efforts within our school system.

	Supt.	Prin.	Supv.	Teach.	Coun
Great deal more	21%	26%	30%	24%	26%
More - - - -	47%	29%	35%	35%	38%
Same Amount	24%	34%	28%	29%	27%
Less -	3%	3%	0	4%	1%
Don't Know	3%	3%	2%	6%	6%

3rd lowest - Item #20

20. A local needs assessment for career education.

	Supt.	Prin	Supv.	Teach.	Couns.
Great deal more	12%	21%	28%	20%	26%
More - - - -	59%	47%	51%	48%	43%
Same Amount	15%	24%	14%	22%	23%
Less -	9%	2%	7%	1%	1%
Don't Know	3%	1%	0	4%	1%

OBJECTIVE 3: In order to provide career education for students, as a teacher I need:

Items 26 - 32

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with highest ratings -	26	26	26,27,31,32	26	26
Items with 2nd highest ratings -	31	28	"	27	27-31
Items with 3rd highest ratings -	"	"	"	"	"

These items ranked the most significant by the total participants.

Highest - Item #31

31. Parent support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	24%	23%	29%	21%
More - - - -	41%	36%	42%	37%	41%
Same Amount	9%	17%	7%	20%	13%
Less -	0	1%	2%	1%	3%
Don't Know	3%	1%	0	2%	1%
N.A.	24%	21%	26%	11%	21%

2nd Highest - Item #28

28. Follow-up activities to see where our students are one and five years after graduation.

	Supt.	Prin.	Supv.	Teach.	Couns
Great deal more	26%	37%	33%	33%	19%
More - - - -	35%	32%	30%	42%	43%
Same Amount	9%	12%	9%	17%	14%
Less -	0	2%	2%	0	2%
Don't Know	0	1%	0	6%	2%
N.A.	29%	16%	26%	2%	20%

3rd Highest - Item #26

26. Suggestions and examples showing application of career education strategies in each subject area.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	24%	27%	23%	34%	16%
More - - - -	44%	42%	42%	47%	49%
Same Amount	3%	14%	5%	14%	13%
Less	0	1%	5%	0	1%
Don't Know	0	1%	0	2%	1%
N.A.	29%	16%	26%	3%	20%

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	28	31	30	29	29
Items with 2nd lowest ratings -	29	32	29	30	30
Items with 3rd lowest ratings -	"	"	"	"	"

These items ranked the least significant by the total participants.

Lowest - Item #30

30. Administrative support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	29%	16%	26%	16%	16%
More - - - -	35%	39%	28%	33%	29%
Same Amount	12%	22%	21%	38%	31%
Less -	0	0	0	0	1%
Don't Know	0	1%	0	3%	1%
N.A.	24%	22%	26%	10%	21%

2nd lowest - Item #29

29. Counselor support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	32%	21%	26%	18%	13%
More - - - -	32%	35%	33%	32%	30%
Same Amount	12%	20%	14%	35%	34%
Less -	0	1%	2%	1%	1%
Don't Know	0	2%	0	4%	1%
N.A.	24%	20%	26%	10%	21%

3rd lowest - Item #32

32. Community support for career education efforts.

	Supt.	Prin.	Supv.	Teach.	Couns.
Great deal more	38%	22%	30%	28%	21%
More - - - -	26%	39%	35%	38%	38%
Same Amount	9%	18%	9%	19%	16%
Less -	0%	1%	0	1%	2%
Don't Know	3%	1%	0	2%	1%
N.A.	24%	20%	26%	12%	21%

OBJECTIVE 4: What is the source of your specific knowledge or training in career education and what is it's amount of influence on you?

Items 33 - 39

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with highest ratings -	77	35	35	35	35
Items with 2nd highest ratings -	62	34	34	33	33
Items with 3rd highest ratings -	38	39	38-39	34	39

These items ranked the most significant by the total participants.

Highest - Item #34

34. Professional meetings or conferences.

	Supt.	Prin.	Supv.	Teach.	Coun
High Level	15%	12%	11%	6%	24%
Med. Level	62%	34%	44%	30%	48%
Low Level	6%	26%	9%	29%	15%
None	3%	9%	9%	23%	1%
No Opinion	15%	18%	12%	13%	11%

2nd highest - Item #33

33. Part of my degree program.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	9%	3%	16%	22%	26%
Med. Level	21%	26%	14%	21%	42%
Low Level	24%	24%	23%	22%	14%
None	32%	27%	33%	30%	8%
No Opinion	15%	21%	14%	14%	27%

3rd highest - Item #39

39. Newsletters or brochures

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	6%	3%	14%	8%	13%
Med. Level	56%	41%	33%	24%	43%
Low Level	24%	25%	33%	31%	24%
None	3%	12%	9%	22%	7%
No Opinion	12%	19%	12%	15%	13%

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	33	37,38	33	38	38
Items with 2nd lowest ratings -	36	"	37	37	37
Items with 3rd lowest ratings -	35	33	38,39	32	36

These are the items ranked the least significant by the total participants.

Lowest - Item #35

35. Professional journals and/or books.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	18%	10%	19%	15%	20%
Med. Level	17%	45%	40%	36%	56%
Low Level	18%	20%	26%	26%	9%
None	3%	6%	2%	12%	1%
No Opinion	13%	18%	14%	10%	11%

2nd lowest - Item #38

38. State Department workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	12%	5%	19%	2%	13%
Med.Level	38%	18%	28%	11%	24%
Low Level	21%	20%	21%	16%	15%
None	15%	38%	21%	50%	34%
No Opinion	12%	8%	12%	20%	14%

3rd Lowest - Item #36

36. School in-service workshops.

	Supt.	Prin.	Supv.	Teach.	Coun
High Level	12%	7%	23%	7%	12%
Med. Level	32%	28%	33%	26%	37%
Low Level	29%	28%	23%	25%	29%
None	9%	18%	9%	26%	10%
No Opinion	18%	17%	12%	17%	11%

OBJECTIVE 5: Indicate your opinion as to the degree of potential influence each of the following could have in your training. The training of your colleagues and that of future educators in career education.

Items 40 - 47

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with highest ratings -	45	42	45	40-45	43
Items with 2nd highest ratings -	40	40	43	"	45
Items with 3rd highest ratings -	43	45	41	41	40

These items ranked the most significant by the total participants.

Highest - Item #43

43. Professional Meetings or Conferences.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	21%	18%	47%	32%	35%
Med. Level	59%	50%	37%	42%	48%
Low Level	12%	11%	7%	11%	7%
None	0	2%	0	1%	0
No Opinion	9%	19%	9%	14%	9%

2nd Highest - Item #42

42. Part of a degree program.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	38%	24%	42%	33%	45%
Med. Level	41%	45%	30%	34%	33%
Low Level	9%	9%	9%	12%	9%
None	0	3%	5%	4%	2%
No Opinion	12%	19%	14%	17%	10%

3rd Highest - Item #44

44. Professional journals and/or books.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	24%	17%	35%	25%	30%
Med. Level	47%	49%	42%	41%	43%
Low Level	21%	16%	12%	17%	14%
None	0	1%	0	2%	1%
No Opinion	9%	16%	12%	14%	11%

FINDINGS:

	Supt.	Prin.	Supv.	Teach.	Coun.
Items with lowest ratings -	46	47	42	47	41
Items with 2nd lowest ratings -	44	46	47	44	44
Items with 3rd lowest ratings -	47	41	46	42	47

These ranked the least significant by the total participants.

Lowest - Item #40-41

40. Local Coordinator of career education.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	50%	39%	47%	45%	48%
Med. Level	32%	36%	33%	31%	31%
Low Level	0	3%	2%	7%	8%
None	6%	3%	0	2%	1%
No Opinion	12%	19%	18%	14%	11%

41. State Department Workshops.

	Supt.	Prin.	Supv.	Teach.	Couns.
High Level	29%	18%	44%	28%	35%
Med. Level	50%	46%	37%	42%	37%
Low Level	12%	14%	9%	12%	16%
None	0	4%	0	3%	1%
No Opinion	9%	18%	9%	15%	10%

3rd Lowest - Item #45-46

45. School in-service workshops.

	Supt.	Prin.	Supv.	Teach.	Couns
High Level	38%	30%	58%	36%	30%
Med. Level	47%	43%	28%	40%	51%
Low Level	6%	8%	5%	7%	7%
None	0	2%	0	2%	0
No Opinion	9%	17%	9%	15%	11%

46. College- or university-sponsored workshops.

	Supt.	Prin.	Supv.	Teach.	Couns
High Level	32%	16%	37%	32%	34%
Med. Level	38%	46%	37%	40%	44%
Low Level	21%	18%	14%	11%	9%
None	0	3%	2%	2%	1%
No Opinion	9%	19%	9%	14%	11%

ADMINISTRATORS AND TEACHERS INSTRUMENT

OBJECTIVE: Our school provides students with the opportunities:

Superintendents, Principals, Instructional Supervisors, Teachers and Counselors substantiates and validates the student's findings where they have not been afforded opportunities in the areas of Career Education.

OBJECTIVE: To provide Career Education for students we need:

1. To infuse Career Education into the total curriculum.
2. Identify and utilize school and community resources.
3. Need to develop more Career Education materials in all subject areas.
4. Superintendents, Principals, Instructional Supervisors, Teachers and Counselors lacked understanding the importance of:
   a. Local Boards of Education defining Career Education.
   b. A local coordinator of Career Education.
   c. To develop a local needs assessment in Career Education.

OBJECTIVE: To provide Career Education for students, I need:

1. Parents support
2. Follow-up study on students
3. Suggested strategies of implementing Career Education in all subjects.

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Parents Survey
June, 1977

Please rate which best describes the degree to which you feel each opportunity is needed by your child.

1. Help in developing positive attitudes toward self, school, community and work.
   - A. More - 61%
   - B. Same Amount - 27%
   - C. Less - 2%
   - D. Don't Know - 3%
   - E. None - 5%

2. Help in learning to appreciate the personal, social, and economic significance of work.
   - A. More - 61%
   - B. Same Amount - 28%
   - C. Less - 2%
   - D. Don't Know - 4%
   - E. None - 4%

3. Help in exploring his/her interest, skills, personal traits, personal needs, and personal values as aids to career planning.
   - A. More - 69%
   - B. Same Amount - 21%
   - C. Less - 2%
   - D. Don't Know - 4%
   - E. None - 3%

4. Help in relating what is learned in school to various occupations.
   - A. More - 62%
   - B. Same Amount - 25%
   - C. Less - 3%
   - D. Don't Know - 6%
   - E. None 3%

5. Opportunities to go to work with me to gain exposure to the world of work.
   - A. More - 42%
   - B. Same Amount - 27%
   - C. Less - 4%
   - D. Don't Know - 13%
   - E. None - 11%

6. Information about the wide variety of occupations in business, government, and industry in our community.
   - A. More - 65%
   - B. Same Amount - 20%
   - C. Less - 3%
   - D. Don't Know - 6%
   - E. None - 3%

7. Opportunities to visit other persons at their work site to gain exposure to the world of work.

A.	More	- 67%
B.	Same Amount	- 17%
C.	Less	- 2%
D.	Don't Know	- 7%
E.	None	- 5%

8. Help in considering how a career choice may affect his/her life-style

A.	More	- 69%
B.	Same Amount	- 19%
C.	Less	- 3%
D.	Don't Know	- 4%
E.	None	- 3%

9. Information about current and future trends in the job market.

A.	More	- 70%
B.	Same Amount	- 18%
C.	Less	- 3%
D.	Don't Know	- 5%
E.	None	- 3%

10. Opportunities to determine his/her interests and aptitudes through actual or simulated work experience

A.	More	- 68%
B.	Same Amount	- 18%
C.	Less	- 4%
D.	Don't Know	- 6%
E.	None	- 4%

11. Information about how to qualify for entrance and how to succeed in post-secondary school.

A.	More	- 63%
B.	Same Amount	- 22%
C.	Less	- 3%
D.	Don't Know	- 8%
E.	None	4%

12. Placement services upon exit from high school either in employment or further education.

A.	More	- 70%
B.	Same Amount	- 17%
C.	Less	- 2%
D.	Don't Know	- 7%
E.	None	- 4%

AS A PARENT, IN ORDER TO HELP MY CHILD WITH CAREER EDUCATION, I NEED:

13. Opportunities to become familiar with our school's career education activities.
   - A. More - 67%
   - B. Same Amount - 24%
   - C. Less - 2%
   - D. Don't Know - 4%
   - E. None - 4%

14. Opportunities to become familiar with career education resources, materials available in my community, and suggestions on how to use them.
   - A. More - 66%
   - B. Same Amount - 23%
   - C. Less - 3%
   - D. Don't Know - 4%
   - E. None - 4%

15. Opportunities to learn what other parents are doing in career education for their children.
   - A. More - 60%
   - B. Same Amount - 25%
   - C. Less - 4%
   - D. Don't Know - 5%
   - E. None - 6%

16. Suggestions and examples of how I can provide career education in the home.
   - A. More - 71%
   - B. Same Amount - 17%
   - C. Less - 3%
   - D. Don't Know - 4%
   - E. None - 5%

CAREER EDUCATION NEEDS ASSESSMENT RESULTS
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Parents Survey
June, 1977

RATIONALE: Listed below are the objectives of the Parents instrument. Each objective has a number of items that measures the degree of emphasis placed upon each of the following objectives by the parents.

OBJECTIVE 1: Please rate which best describes the degree to which you feel each opportunity is needed by your child.

Items 1 - 7

FINDINGS: These are the items ranked the most significant by the parents.

Highest - Item #3.

3. **Help in exploring his/her interest, skills, personal traits, personal needs, and personal values as aids to career planning.**

A.	More	- 69%
B.	Same Amount	- 21%
C.	Less	- 2%
D.	Don't Know	- 4%
E.	None	- 3%

2nd Highest - Item #2

2. **Help in learning to appreciate the personal, social, and economic significance of work.**

A.	More	- 61%
B.	Same Amount	- 28%
C.	Less	- 2%
D.	Don't Know	- 4%
E.	None	- 4%

3rd Highest - Item #1

1. **Help in developing positive attitudes toward self, school, community and work.**

A.	More	- 61%
B.	Same Amount	- 27%
C.	Less	- 2%
D.	Don't Know	- 3%
E.	None	- 5%

FINDINGS: These are the items rated least significant by the parents.

Lowest - Item #5

5. Opportunities to go to work with me to gain exposure to the world of work.

A.	More	- 42%
B.	Same Amount	- 27%
C.	Less	- 4%
D.	Don't Know	- 13%
E.	None	- 11%

2nd Lowest - Item #7

7. Opportunities to visit other persons at their work site to gain exposu to the world of work.

A.	More	- 67%
B.	Same Amount	- 17%
C.	Less	- 2%
D.	Don't Know	- 7%
E.	None	- 5%

3rd Lowest - Item #6

6. Information about the wide variety of occupations in business, government, and industry in our community.

A.	More	- 65%
B.	Same Amount	- 20%
C.	Less	- 3%
D.	Don't Know	- 6%
E.	None	- 3%

OBJECTIVE 2: Parents interests and attitudes toward Junior and Senior High school Career Education programs.

Items 8 - 12

FINDINGS: These are the items ranked the most significant by parents.

Highest - Item #8

8. Help in considering how a career choice may affect his/her life-sty

A.	More	- 69%
B.	Same Amount	- 19%
C.	Less	- 3%
D.	Don't Know	- 4%
E.	None	- 3%

2nd Highest - Item #9

9. Information about current and future trends in the job market.

A.	More	- 70%
B.	Same Amount	- 18%
C.	Less	- 3%
D.	Don't Know	- 5%
E.	None	- 3%

FINDINGS: These are the items rated least significant by the parents.

Lowest - Item #11

11. Information about how to qualify for entrance and how to succeed in po secondary school.

A.	More	- 63%
B.	Same Amount	- 22%
C.	Less	- 3%
D.	Don't Know	- 8%
E.	None	4%

2nd Lowest - Item #10

10. Opportunities to determine his/her interests and aptitudes through act or simulated work experience

A.	More	- 68%
B.	Same Amount	- 18%
C.	Less	- 4%
D.	Don't Know	- 6%
E.	None	- 4%

OBJECTIVE 3: As a parent, in order to help my child with career education, I need:

Items - 13-16

FINDINGS: These are the items ranked the most significant by parents.

Highest - Item #13

13. Opportunities to become familiar with our school's career education activiti

A.	More	- 67%
B.	Same Amount	- 24%
C.	Less	- 2%
D.	Don't Know	- 4%
E.	None	- 4%

2nd Highest - Item #14

14. Opportunities to become familiar with career education resources, materia available in my community, and suggestions on how to use them.

A.	More	- 66%
B.	Same Amount	- 23%
C.	Less	- 3%
D.	Don't Know	- 4%
E.	None	- 4%

These are the items rated least significant by parents.

Lowest - Item #15

15. Opportunities to learn what other parents are doing in career education f their children.

A.	More	- 60%
B.	Same Amount	- 25%
C.	Less	- 4%
D.	Don't Know	- 5%
E.	None	- 6%

2nd Lowest - Item #16

16. Suggestions and examples of how I can provide career education in the ho

A.	More	- 71%
B.	Same Amount	- 17%
C.	Less	- 3%
D.	Don't Know	- 4%
E.	None	- 5%

PARENTS

The parents instrument has sixteen items that measure their concept about Career Education. Parents concern coincide with students and educators.

Item #5, of the instrument "Would you like for your child to go to work with you to gain exposure to the world of work" was rated the lowest by the parents.

The following findings of item #5 indicates:

1. Parents feel the school should be responsible for exposing their siblings to the world of work.
2. Parents may have a low self-concept.
3. Students instrument indicates they would like to go to work with their parents to gain a better understanding of what parents work entails.

9C As stated in paragraph 9A-4 the Advisory Council established a postsecondary needs assessment task force which developed objectives and instruments for assessing the needs for training and re-training of educational personnel at the Junior College, Vocational Institutions, and University levels.

A standard for directing the infusion of career education into teacher training institutions was developed in September of 1976 by this project director and the State Deparment of Teacher Education and Professional Development Staff. It is anticipated that this standard will be included in the revised standards for teacher training institutions to be approved by the State Board of Education in 1977.

The Career Education standard to be included is:

> Competencies in Career Education which include experiences and activities necessary to contribute to the preparation of all students for the world of work at each level and in each subject area for living as fulfilled human beings in a predominately technical and specialized society. Career Education competencies may be accomplished by infusing the following: Self awareness, educational awareness, career awareness, economic awareness, decision making skills, employability skills, and attitudes and appreciations.

An in-service professional development workshop is planned for early spring for all consultants in the Instructional Division of the State Department of Education. An evaluation instrument will be administered at the conclusion of this one-day workshop to determine needs of consultants for assisting local educational personnel with the infusion of Career Education into each discipline of the school curriculum.

The Career Education staff was assigned to regularly scheduled professional development local in-service training workshops in nine different school systems throughout the state for the 1976-77 school term. At the conclusion of each of these an assessment of needs of local teachers was analyzed and objectives established for methods and strategies of infusion into local in-service training and re-training of all school professional personnel.

9D As summarized in 9A-4 a task force for assessing the needs of the business, labor, industry, professional and government community developed a survey instrument to assess needs for these to be administered to 10% of this total population in Alabama. This phase of Alabama's State Planning effort will not be administered until early fall 1977.

A validation of the instruments developed was determined via field testing in 1% of all identified small, medium, and large businesses and industries and professional groups.

The instruments administered to these segments of our society will enable us to assess the following dimensions:

1. Perceived purposes of Career Education from the business/industry/ labor/other professional sectors.

2. Extent to which Career Education is perceived as needed.

3. Extent of awareness of existence of Career Education philosophy and concepts.

4. Extent of elimination of sex and race stereotyping of Career opportunities.

5. Ways and means of implementing Career Education which will be most beneficial to business/industry/labor.

6. Need for training and re-training of personnel to serve as Career Education coordinators and liaison with education and other sectors in society.

7. Need for dissemination of Career Education materials and resources to all human resources.

9E A task force engaged in identifying nationwide resources and establishing dissemination procedures for human, physical, fiscal and material resources which can be utilized in planning at the state and local levels began its work in January, 1977.

Upon compilation of all identified resources a guide will be printed and disseminated to all local school systems and other persons assisting in implementation of Career Education in Alabama. A draft copy accompanies this report.

Procedures used to survey and evaluate existing physical facilities and potential resources for use in development and implementation of career education within the state include:

1. A review of the operation of the Career Education Learning Resources Center housed in the state department, updating the holdings, surveying its usefulness, and publicizing the results.

2. A survey of LEAs concerning their career education resources both published and teacher made, providing them with suggested guidelines for validation, and categorizing all materials which could be shared.

3. A survey of the postsecondary institutions throughout the the state, both junior college and university level, to identify potential human resources available for assistance to local practitioners and publicize lists.

4. A survey of local, regional and other state coordinators and a review of their plans of action for implementing career education.

5. A search of materials available through national sources (AIM, ARM, RIE, ERIC, CCSSO, National Cooperative for Career Education and others) and publication of the findings.

6. A survey of non-educational professional agencies and organizations for availability of shared services and resources (Chamber of Commerce, NAB, CETA and others).

9F Short and Long Range Plans

As progress is continually made toward a comprehensive state plan for career education it has become evident that coordinative and communicative mechanisms needed to be designed by the state staff and advisory council to provide direct services for Career Education to all schools (kindergarten through post-secondary). However, the structures and strategies necessary for these designs were dependent upon an information base established with analysis of data derived from the needs assessment results. This information base takes into account the multiplicity of needs, resources, and interests of the educational and work communities. It was only after the priorities of needs were determined and verified that specific short- and long-range plans were designed.

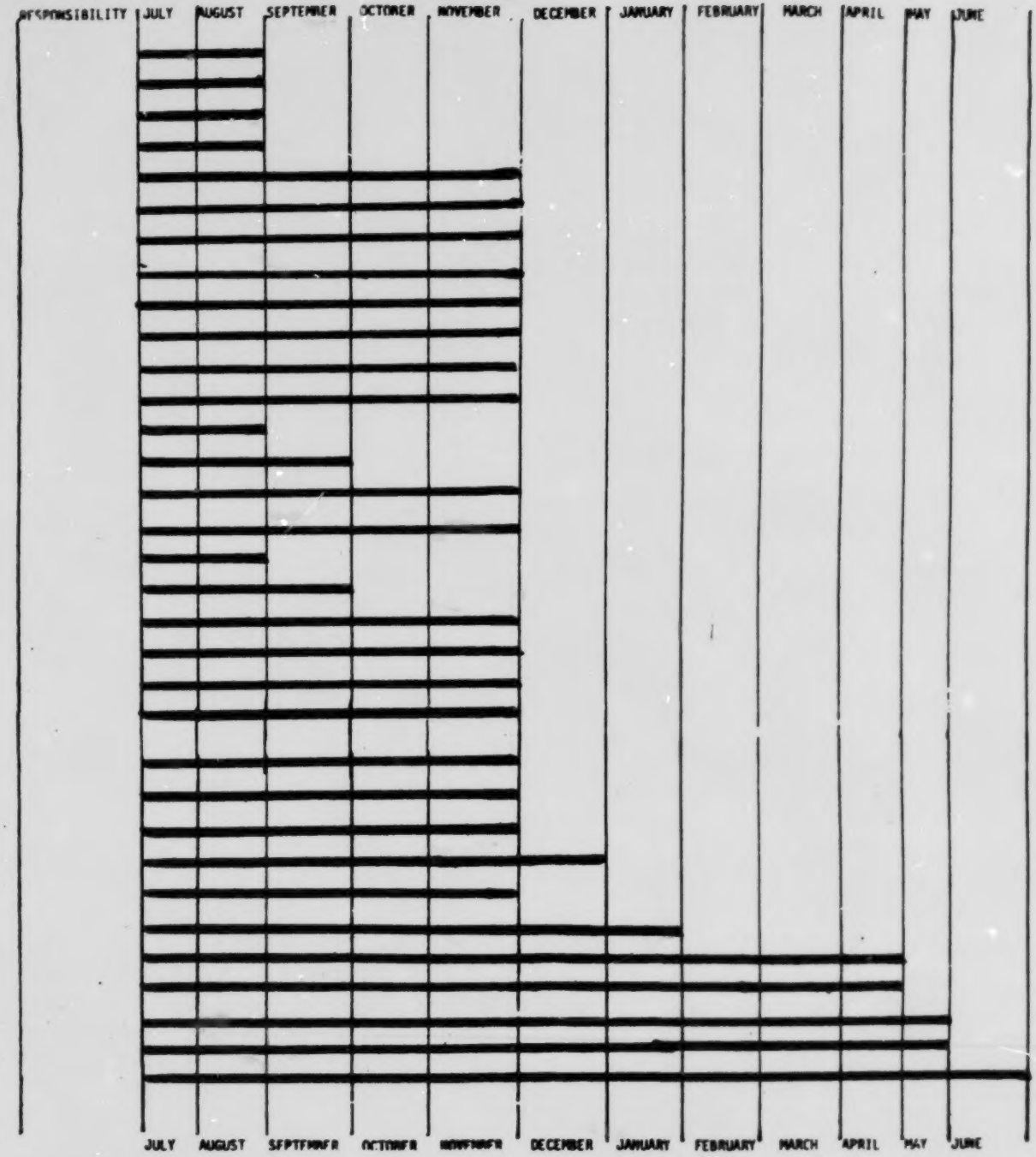
The goals and student outcome objectives as described on pages were adapted to meet the needs of career education throughout the state.

The attached Gantt chart outlines the one-year goals which were achieved during this project and the goals for the five-year period are enumerated below.

1. Refine the documentation of the needs for career education within the state.
2. Continously document the state's career education practices and accomplishments.
3. Continue to assess the effectiveness of existing career education practices and materials.
4. Refine the strategies, activities, and resources utilized in implementing the short and long range objectives in the following areas:

    a. curriculum at all levels
    b. career counseling, guidance, and placement
    c. the needs of special groups such as handicapped, special education students, minorities, etc.
    d. the home and family
    e. involve the business (labor industry), professional, and governmental communities
    f. reduction of sex stereotyping in materials used by classroom teachers
    g. reduction of sex stereotyping in all career education oriented activities.
5. Identify all Career Education needs in state.

ALABAMA STATE DEPARTMENT OF EDUCATION



6. Develop plans for evaluating the effectiveness of career education processes, outcomes, and personnel pre-service and in-service training programs.
7. Develop a process for disseminating information about career education activities and products to interested persons within and outside the state.
8. Develop criteria for certification standards for local career education coordinators, and outline pre-service and in-service training for local coordinators.
9. Establish guidelines for operation of local advisory councils.
10. Ascertain the inclusion of career education in all protions of the State Courses of Study.
11. Produce and package professional development materials relative to infusion of career education for all levels of instruction.
12. Establish formal linkages with other state agencies and/or institutions having an interest in and concern for career education.
13. Provide all local educational agencies with appropriate in-service professional development assistance relative to their implementation of career education. (This perhaps might best be accomplished on a staggered basis to portions of the LEAs each year for the five-year period.)
14. Develop criteria and format for local school systems to design an individualized school plan for implementation of career education. This plan to correlate with the approved state plan and national criteria for funding.
15. Assist institutions of higher education with modification of their teacher education programs in order to prepare teachers with techniques for integration of career education activities into all areas of instruction at all grade levels.
16. Provide State Department of Education personnel with needed training in career education methods and techniques designed to make instruction more relevant to student needs.

10 EVALUATION

The evaluation of the effectiveness of all activities pertaining to this project are constituted by the effectiveness of the data gathered from the needs assessment, the quantity and quality of resources identified, and the accomplishment of the objectives as outlined for the one-year phase. These results are under study by the state advisory council and state career education staff for use in refining the state plan and developing more comprehensive objectives, goals, and activities for the five-year plan.

11 ANTICIPATED CHANGES AND/OR PROBLEMS

There were no insurmountable problems during this project. There were, however, two changes made from the original proposal because of the necessity for a more comprehensive and thorough administration of the total needs assessments, and

for a more balanced unit composition of the advisory council. Both these changes were discussed with the project director and the changes were concurred with.

The first amendment was for phasing of the needs assessment from the original completion date of November 1976 to May 1977, for the non-educational (business, labor, industry) population to early fall months of 1977 and for the postsecondary needs assessment to be administered in September 1977. The other approved change was for additional members to be added to the advisory council. A complete roster of the council membership is in Appendix A, pages 116-119.

12 DISSEMINATION ACTIVITIES

Throughout this project period, numerous and varied dissemination activities were carried out. Advisory council meetings consisted of reports and discussions; council members and professional staff participated in many state, local, and several national and regional conferences and discussed the development of activities pertaining to the state plan efforts; letters from staff to council members and various community personalities; memoranda of council and staff activities; news releases and special bulletins with action photos of council members and staff. Copies of many of these activities are included in Appendix B, pages 142-148.

13 SPECIAL ACTIVITIES

The project director participated in two state American Legion and Legion Auxiliary programs and discussed State plan efforts for Career Education. She also spoke to a regional conference of educational representatives of South Central Telephone Company about their participation in Career Education planning.

The advisory council president, vice-president and executive secretary were the program for discussion of planning efforts at regional Alabama Personnel and Guidance Association in January.

State planning efforts was the topic of presentation to the Mobile Co-nty Career Education Advisory Council, Ozark City's Council, Hartselle City's Advisory Council, Tuscaloosa City's Career Education Project Committee and many other organizations and council during the year.

The project director also participated in an Alabama Information Development Systems week long workshop in May and explained in detail all facets for the state plan development and activities of the council.

In April the project director explained the planning efforts and related career education to mathematics in Alabama at a regional metrics workshop in Atlanta, Georgia.

Explanation of Alabama's planning efforts were discussed with participants at a regional National Association of School Boards conference in New Orleans, Louisiana in January.

Dr. William Cook, the council president, was keynote speaker at the Governor's Economic Education conference in Montgomery in March speaking on the subject of Career Education. He was also guest speaker at the Alabama Educational Association meeting and the Alabama Vocational Association meeting of vocational counselors in Birmingham in March.

Eight members of the Advisory Council are presently serving with the state course of study committee to make sure Career Education philosophies and concepts are woven into all subject area courses of study under revision in the State Department of Education.

APPENDIX A

ACTIVITIES AND PRODUCTS

STATE ADVISORY COUNCIL FOR CAREER EDUCATION

EDUCATION

Dr. Wayne Teague, Superintendent
State Department of Education
Montgomery, Alabama 36130

3 yr.-Dr. W. C. Berryman, Director
Division of Instruction
State Department of Education

3 yr.-Dr. Clinton Owens
Assistant Director
Division of Instruction
State Department of Education
Montgomery, Alabama 36130

2 yr.-Dr. Clark D. Williams, Coordinator
Federal Programs Section
State Department of Education
Montgomery, Alabama 36130

1 yr.-Dr. William E. Truitt
Assistant Director
Division of Departmental Services
Montgomery, Alabama 36130

OTHER GOVERNMENTAL AGENCIES

3 yr.-Mrs. Melba Till Allen
Alabama State Treasurer
State Capitol Building
Montgomery, Alabama 36130

2 yr.-Honorable Pete Turnham
Representative State of Alabama
Box 1592
Auburn, Alabama 36830

BUSINESS AND INDUSTRY

3 yr.-Mr. Rex Thornton
Monsanto Chemical Company
Decatur, Alabama

1 yr.-Mrs. Mary George Waite, President
Farmers and Merchants Bank
Centre, Alabama 35960

3 yr.-Mrs. Kay Ivey, Assistant Cashier
Merchants National Bank
Mobile, Alabama 36622

3 yrs.-Dr. James Bishop, Branch Director
Support Data Branch
Division of Vocational Education
Montgomery, Alabama 36130

2 yrs.-Mr. Charles Rowe, State Supervisor
Services for Mental Disabilities
State Department of Education
Montgomery, Alabama 36130

1 yr.- Mr. Clifton Nash, Coordinator
Pupil Personnel Services
Division of Instruction
Montgomery, Alabama 36103

1 yr.- Mr. Charles P. Hayes, Education Specialist
Textbook Section
State Department of Education
Montgomery, Alabama 36130

Dr. Joe Miller, Director
Postsecondary Education
Montgomery, Alabama 36130

1 yr.- Dr. David Sawyer, Director
Vocational Education
University of Alabama
Tuscaloosa, Alabama

1 yr.- Mr. Tom Ventress, Director
Department of Industrial Relations
Montgomery, Alabama 36130

1 yr.- Mr. Robert Knauer
Aluminum Company of America
1509 Government Street
Mobile, Alabama 36604

3 yr.- Mr. Mureal Crump
Senior Vice President
Alabama National Bank
Montgomery, Alabama

BUSINESS AND INDUSTRY

2 yr.-Mr. James Britton, Executive Director
Alabama State Chamber of Commerce
Montgomery, Alabama

2 yr.-Mr. Lowell Harrellson
Ballco Construction Company
Box 880
Bay Minette, Alabama

Mr. Tom Eden, Vice President
Alabama Textile Manufacturers Assoc.
Montgomery, Alabama

1 yr.-Dr. William Cook, Vice President
Hudson Thompson Company
Highway 80 West
Montgomery, Alabama

HIGHER EDUCATION

3 yr.-Dr. Edwin L. Kurth
5024 Haley Center
Auburn University
Auburn, Alabama 36830

2 yr.-Dr. C. C. Baker
Assistant Superintendent
State Department of Education
Montgomery, Alabama 36130

1 yr.-Dr. Harold Bishop
Assistant to the President
University of Alabama
University Station
Tuscaloosa, Alabama 35486

LABOR

Mr. Jerome Winston
Alabama Construction Advancement Program
P.O. Box 10204
Birmingham, Alabama 35202

Mr. C. L. Entrekin
Executive Vice President
Alabama Labor Council (AFLCIO)
231 West Valley Avenue
Birmingham, Alabama 35209

SCHOOL ADMINISTRATORS

3 yr.-Dr. Byron Nelson, Superintendent
Decatur City Schools
Decatur, Alabama 35601

1 yr.-Mrs. Anne Kelley, Principal
Springhill Elementary School
c/o Pike County Board of Education
Troy, Alabama 36081

2 yr- Dr. Carlton Smith, Superintendent
Hartselle City Schools
Hartselle, Alabama

2 yr-Dr. W. C. Hannah
Assistant Superintendent
Lauderdale County Board of Education
P.O. Box 278
Florence, Alabama 35630

3 yr-Mr. Everett DeBrow, Principal
Loachapoka High School
Loachapoka, Alabama 36865

COUNSELORS

1 yr.-Mr. O. D. Dodd
Sylacauga High School
Sylacauga, Alabama 35150

1 yr.-Dr. Bobby Anderson
Assistant Professor of Guidance
University of Alabama - Birmingham
Birmingham, Alabama 35243

TEACHERS

1 yr.-Mrs. Gwen Teal
Distributive Education
Autauga County High School
Prattville, Alabama 36067

1 yr.-Mrs. Janett Peoples
Elementary Education
Phenix City Board of Education
Phenix City, Alabama 36867

1 yr.-Mrs. Annie Hale
English Department
Aliceville High School
Aliceville, Alabama 35442

2 yr.-Mrs. Sue Hester
Elementary Education
Russellville City Board of Education
Russellville, Alabama 35653

VOCATIONAL EDUCATION

2 yr.-Dr. Joe Coupland
Vocational Director
Birmingham City Board of Education
P.O. Box 10007
Birmingham, Alabama

1 yr.-Mr. Robert Hollis
Specialist
Vocational Education
State Department of Education
Montgomery, Alabama 36130

3 yr.-Mr. Ted Jones
Vocational Director
Bessemer City Board of Education
Bessemer, Alabama 35020

SUPERVISORS

2 yr.-Mrs. Brooxie Barnes
P.O. Box 184
Gadsden City Board of Education
Gadsden, Alabama 35902

1 yr.-Mrs. Harriett Terry
Supervisor of Instruction
Enterprise City Board of Education
400 Watts Avenue
Enterprise, Alabama 36330

1 yr.-Mr. J. B. Wier
Supervisor of Instruction
Pickens County Board of Education
Carrollton, Alabama

1 yr.-Mrs. Fronia Moore
Supervisor of Instruction
Cullman City Board of Education
222 Second Avenue, S.E.
Cullman, Alabama 35055

1 yr,-Mrs. Glenys Mason
Director Career Education
Mobile County Board of Education
P.O. Box 1327
Mobile, Alabama 36601

LOCAL BOARD OF EDUCATION

Mrs. Ruth Drago
Mobile County Board of Education
P.O. Box 1327
Mobile, Alabama 36604

CAREER EDUCATION ADVISORY COUNCIL TASK FORCES

NEEDS ASSESSMENT TASK FORCE
- Dr. W.C. Hannah, Chairman
- Mrs. Doris Paslay
- Mrs. Brooxie Barnes
- Mrs. Glenys Mason
- Mrs. Annie Hale
- Mrs. Janet Peoples

NON-EDUCATIONAL NEEDS ASSESSMENT TASK FORCE
- Mr. Tom Eden, Chairman
- Mr. Rex Thornton
- Mr. Connie Entreken
- Mr. Jerome Winston
- Mrs. Kay Ivey
- Mrs. Harriet Terry

PUBLIC RELATIONS TASK FORCE
- Mr. James Britton, Chairman
- Mr. Tom Ventress
- Mr. Lowell Harrellson
- Senator Sid McDonald
- Mrs. Gwen Teal
- Dr. Carlton Smith
- Dr. Joe Coupland
- Mrs. Ann Kelly
- Mrs. Ruth Drago

POSTSECONDARY NEEDS ASSESSMENT TASK FORCE
- Dr. Harold Bishop, Chairman
- Dr. C. C. Baker
- Dr. Erskine Murray
- Dr. Jim Bishop
- Dr. Bobby Anderson
- Mrs. Mary George Waite

IDENTIFICATION OF RESOURCES TASK FORCE
- Dr. David Sawyer, Chairman
- Mr. Charles Hayes
- Mrs. Sue Hester
- Mr. Robert Knauer
- Mr. O.D. Dodd
- Mr. Ted Jones
- Mr. Everett DeBrow
- Mr. Charles Rowe
- Mr. Bob Hollis

BUDGET DEVELOPMENT TASK FORCE
- Mr. Mureal Crump, Chairman
- Mrs. Melba Till Allen
- Senator Pete Turnham
- Dr. Clark Williams
- Mrs. Fronia Moore
- Dr. Byron Nelson

The staff of the Division of Instruction, Division of Departmental Services and Career Education are to serve on the various Task Forces as consultants and/or advisors.

Dr. William Cook and Dr. Edwin Kurth will serve as Ex-Officio members of all Task Forces.

The Executive Committee will be made up of the Chairman of each of these Task Forces.

STATE ADVISORY COUNCIL
MINUTES OF NEEDS ASSESSMENT TASK FORCE

State Office Building-Montgomery, Alabama
September 22, 1976

The State Advisory Council Task Force for developing the needs assessment instruments for Career Education grades K-12 and educators met in the conference room, sixth floor, of the Division of Instruction on Wednesday September 22, 1976 from 10:00 am until 2:30 pm. Those present were: Dr. Walter Nelson, State Department of Education; Dr. Clinton Owens, State Department of Education; Mrs. Anita Barber, State Department of Education; Mrs. Doris Paslay, Jacksonville High School; Mrs. Brooxie Barnes, Gadsden City Board of Education; Dr. W.C. Hannah, Lauderdale County Board of Education; Mrs. Janet Peoples, Phenix City Board of Education; Mr. J.B. Weir, Pickens County Board of Education; Dr. Edwin Kurth, Auburn University; and Mrs. Glenys Mason, Mobile County Board of Education.

Dr. Owens, Assistant Director of Instruction, explained the organizational structure changes of the State Department which have been made, moving Career Education from Pupil Personnel Services to directly under the Assistant Director.

Mrs. Barber then introduced Dr. Walter Nelson, who explained in detail the needs assessment random sampling techniques which had been developed and explained how it should give a good overview of the needs of all students and educators in grades Kindergarten through twelve. Some samples of assessment instruments developed by different school systems were distributed to the group for study.

Mrs. Barber appointed different sub-groups to review the instruments for various grade levels and asked them to meet together for one hour and thirty minutes, then make a report to the task force as to the adaptibility of these instruments for Alabama. Mrs. Mason and Mrs. Peoples reviewed the instruments for the grades 1-6, Mrs. Paslay and Mrs. Barnes for secondary grades, Dr. Hannah, Mr. Weir and Dr. Kurth for the administrative level. After all the groups had reported it was decided that the instruments developed by Olympus Publishing Company would need less revision than any other for grades K-12. It was decided

that copies of these would be secured by Mrs. Barber for further examination at the next meeting. The administrators survey instrument would definitely need some revision.

Dr. Hannah was elected as chairman of this task force and will make a report to the entire council at the meeting October 6, in Birmingham. He suggested that the task force may need to meet on October 5, at 6:00 pm in Birmingham to make final decisions before presenting their information to the advisory council.

The meeting was adjourned.

EXECUTIVE COMMITTEE MEETING

Alabama Advisory Council for Career Education
Montgomery, Alabama--October 29, 1976
First Alabama Bank Building--10:00 p.m.

MEMBERS PRESENT

Dr. David Sawyer
Mr. Floyd Johnson
Mr. Muriel Crump
Dr. Harold Bishop
Dr. Edwin Kurth
Dr. W. C. Hannah
Dr. William Cook
Ms. Anita Barber
Dr. Clinton Owens

Report of Various Task Forces:

Budget

It is necessary to prepare a projected budget for the coming year to be presented to the legislature by January 1. This budget must be justified with documents.

Dr. Cook suggested that the head of each task force prepared a budget of what they will need and activities they propose for the ensuing year.. These figures should be sent to the Career Education Office by December 1.

Mrs. Barber said that budgets should include such things as printing newsletters, brochures, etc. These things should be taken into consideration in planning the budget.

Dr. Sawyer asked if there would be two budgets, one for the advisory council's expenses and one for the state office. Dr. Cook explained that the advisory council budget would be one part of the total budget.

Resource Task Force:

Dr. Sawyer reported that his task force had subdivided into three committees. Each chairman is

working to document the potential availability of various resources (human, material, financial).

Dr. Cook suggested that a resource guide be developed listing ways in which people may obtain this material.

Dr. Cook asked Dr. Sawyer to contact the Association of Executives and ask permission to be on the program and explain what Career Education is and what we hope to accomplish.

Needs Assessment Task Force:

Dr. Hannah reported that the committee had run into some problems in obtaining copies of needs assessment instruments from other states. Floyd Johnson has developed and distributed a questionnaire for input into the Needs Assessment Instrument from local school teachers.

Postsecondary Needs Assessment Task Force:

This committee hopes to have their instrument ready at the same time the K-12 needs assessment task force is ready. They want to include postsecondary with the K-12 and assess all student needs with one instrument. They also want to be included in the regional workshops. Mr. Johnson suggested that the postsecondary group be included in the assessment of teachers and administrators. It was pointed out that the postsecondary people are still students and should be tested as such.

Public Relations Task Force:

Dr. Cook announced that the public relations task force would meet from 1:00 until 4:00 p.m. today.

A resolution from the Public Relations committee was read and voted on by the executive committee. Each member of the committee was in favor of the resolution with minor revisions. It was decided that the Executive Committee should amend this resolution. The resolution is attached. Dr. William Cook will ask permission to present this resolution to the State Board of Education at its next meeting.

The meeting was adjourned after lunch was served by the president of the First Alabama Bank.

To be presented to the
Alabama State Board of
Education at its meeting
February 17, 1977

STATE BOARD OF EDUCATION RESOLUTION

FOR CAREER EDUCATION IN ALABAMA

WHEREAS, Alabama recognized the need for career education in 1972 by the acceptance of the following concept, "That students understand that Career Education is a comprehensive educational approach to preparing them for living in a predominately technical, specialized society and should continue throughout their productive lives"; and

WHEREAS, Alabama has implemented the career education concept in the majority of its schools, and

WHEREAS, Alabama has achieved national prominence for the effectiveness of its career education efforts to date; and

WHEREAS, Alabama is committed to developing a state plan for career education, in order to implement the concepts of career education for every student from kindergarten through university levels; and

WHEREAS, This will be implemented in both public and private sectors with the involvements of all parents, communities, businesses, industries and organizations:

NOW, THEREFORE, BE IT RESOLVED That the following statement concerning the definition and the concept of career education in Alabama be used by all schools and school systems in their curriculum planning:

> Career Education is an educational approach that emphasizes the relationships between education, employment and other activities--which extends from pre-school age through retirement years. The term includes education relating to career awareness, career exploration, and career preparation.
>
> Career education is an instructional strategy which includes an awareness of the world of work, broad orientation in occupations (professional and non-professional) in-depth exploration of occupational clusters, career preparation, and an understanding of the economics of our free enterprise system. Career education should be perceived as a very viable component of all educational programs. It is a concept that is completely integrated with the existing educational structure--in all subjects, for all students, and involving all parents, teachers and the community at large.

AND BE IT FURTHER RESOLVED That the concept of career education be reflected in the total curriculum and organizational structure of the State Education System and that the State Board of Education declares its intent, through the State Superintendent of Education to promote the implementation of Career Education in all schools of Alabama and to document this implementation.

PUBLIC RELATIONS TASK FORCE MEETING

Alabama Advisory Council for Career Education
Montgomery, Alabama--October 29, 1976
First Alabama Bank Building--1:00 p.m.

MEMBERS PRESENT

Carlton Smith
Joe Coupland
Anita Barber
Ann Kelley
Clinton Owens
Gwen Teel

Mrs. Teel presented material for a radio spot to members of the committee for approval. The question was asked if the Public Relations Task Force would do the actual work or would they only make suggestions. Dr. Owens offered the use of the clerical staff of the Division of Instruction for any typing that might need to be done. He said that the State Department had more facilities for making the tapes necessary for radio spots and that we would be glad to help.

It was suggested that a newsletter and brochure be printed and disseminated. Dr. Owens said that this would have to be approved by the State Board before it could be disseminated. Mrs. Kelley suggested that in the newsletter a different system be spotlighted to point out their outstanding career education activities. It is hoped that this will encourage other systems to develop and share career education ideas.

For input into a newsletter each of the chairmen of the other task forces will be asked to make periodical reports to the Public Relations Task Force

It was also suggested that a State Career Day be

set up to coincide with the needs assessment survey dates.

Since our supply of handbooks is growing smaller, Mrs. Barber suggested that this committee begin thinking of ways to make revisions. Dr. Coupland suggested that instead of so much general information there should be more "What?", "Why?", and "WHO" included in the handbook.

Mrs. Teel was elected co-chairman of this committee since Mr. Britton's busy schedule will not permit him to meet with the committee as often as is necessary.

The meeting adjourned at 4:00 p.m. to meet again in Houston, Texas at the National Conference.

CAREER EDUCATION NEEDS ASSESSMENT

System: _____ School: _____ Teacher: _____

Approximate time required for administration _____

How many students in your class are

Handicapped _____
Gifted _____
Low Income _____

Please feel free to make suggestions:

CAREER EDUCATION NEEDS ASSESSMENT
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Grades 1, 2, 3

A

SYSTEM _____ SCHOOL _____ GRADE ____ TEACHER _____

ETHNIC ORIGIN

American Indian ____ Black ____
Asian ____ White ____
Hispanic ____

SEX

Male ____
Female ____

Please circle the correct answer

yes some no 1. Do you know where your father works?

yes some no 2. Do you know what things your father does at work?

yes some no 3. If your mother works outside your home, do you know where she works?

yes some no 4. If your mother works outside your home, do you know what things she does at work?

yes some no 5. Have you ever visited your father at work?

yes some no 6. Have you ever visited your mother at work?

yes some no 7. Do you do things out of school that you can also learn more about in school?

yes some no 8. Can you name five kinds of jobs people do in your community?

yes some no 9. Do your teachers often tell you how your school work is like the work of adults?

yes some no 10. Do your teachers have people come to your classes to talk about their work?

yes some no 11. Does your school have books about people at work?

yes some no 12. Have you read any of these books?

yes some no 13. Do you play games at school where you are the worker? Example: nurse, policeman, fireman, etc.?

yes some no 14. Have you been on trips with your teacher to see people at work?

yes some no 15. Does your teacher give you jobs to do at school?

yes some no 16. Are your classmates pleased with the way you do your job at school?

yes some no 17. Would you be happy if you never had to work?

yes some no 18. Is the best job always the one that pays the most money?

yes some no 19. Has school helped you to understand that each student is different and important?

yes some no 20. Do you help at home?

MULTIPLE CHOICE

Following you will find four responses for each question. Circle the correct answer.

21. There are some things in the community that belong to all the people, which one does not belong to all the people?

    a. Churches

    b. City Hall

    c. School

    d. Service Station

22. We get our money to spend at home because--

    a. Our parents get it at the bank

    b. Money grows on trees

    c. My parents work at a job to earn money

    d. My parents find money

23. If I wanted to become an outstanding leader in the community I would try to become the:

    a. Postman

    b. Policeman

    c. Fireman

    d. Mayor

24. We need grocery stores in our town in order to have:

    a. Food

    b. Clothing

    c. Houses

    d. Cars

25. Regardless of your life's work, you should be:

    a. Happy

    b. Rich

    c. Lazy

    d. Dull

26. Do the people in our town do the same kinds of jobs as people in other towns?

    a. People in other towns all have the same jobs

    b. Most towns offer similiar jobs as our town

    c. No one works in other towns

    d. Everyone is a fireman in other towns

27. If I saw my friend do something that he was not supposed to do, I would

    a. Pretend you did not see

    b. Tell him that he is doing wrong

    c. Tell my dog

    d. Not tell anyone

28. What would you do if your mother told you while she was gone not to let anyone in the house?

    a. Let a friend come in and play

    b. Obey your mother and not let anyone in

    c. Go outside and play

    d. Invite some friend over

29. If you get lost in town, you should try to find:

    a. A grocery store

    b. A policeman

    c. A teacher

    d. A minister

30. If I have a toothache what would I do?

    a. Ask my parents to carry me to see a dentist

    b. Let it hurt

    c. Take an aspirin

    d. Stay out of school until it's better

31. While of the following describes making a career decision

    a. Knowing how to play ball

    b. Finding my way to school

    c. Being aware of many jobs

    d. Watching birds

32. How will I decide what job is best for me?

    a. My parents will tell me

    b. I will do what my friends do

    c. I won't think about it until I finish school

    d. I will learn about jobs that interest me

B

CAREER EDUCATION NEEDS ASSESSMENT
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Grades 4-5-6

SYSTEM _____ SCHOOL _____ GRADE _____ TEACHER _____

ETHNIC ORIGIN

American Indian ____ Black ____
Asian ____ White ____
Hispanic ____

SEX

Male ____
Female ____

Please circle the correct answer

yes some no 1. Do you know where your father works?

yes some no 2. Do you know what things your father does at work?

yes some no 3. If your mother works outside your home, do you know where she works?

yes some no 4. If your mother works outside your home, do you know what things she does at work?

yes some no 5. Have you ever visited your father at work?

yes some no 6. Have you ever visited your mother at work?

yes some no 7. Have you had an opportunity at school to discuss the kind of job you may want when you are through school?

yes some no 8. Do you know how many years of school you will need for the job you may want in the future?

yes some no 9. Do you know the school subjects you are good in and really like?

yes some no 10. Are your best subjects the same as those you will use for your future career?

yes some no 11. Do you have hobbies or out-of-school activities that you can also learn more about in school?

yes some no 12. Do you know the kinds of job opportunities that are available in your local community?

yes some no 13. Do your teachers often tell you how your school subjects will help you in your future career?

yes some no 14. Do you know whom to see in your school to get information about jobs you may want in your future?

yes some no 15. Do your teachers have people come to your classes to tell you about their work?

yes some no 16. Does your school library have books about various careers?

B

CAREER EDUCATION NEEDS ASSESSMENT

yes some no 17. Have you read books about a variety of occupations?

yes some no 18. Do you go on field trips to learn about various work experiences?

yes some no 19. Have you ever visited a person who does the same job that you would like for a future occupation?

yes some no 20. Do you know which talents you possess and excel?

yes some no 21. Have you discussed in school how possible occupational choices can effect your personal life-style?

yes some no 22. Do you need information about resources to find out more about yourself and various careers: (Examples of resources are books, field trips, films, filmstrips, etc.)?

yes some no 23. Do you need to learn how to make decisions and choices?

yes some no 24. Do you need to learn how labor unions affect workers and the jobs?

yes some no 25. Are you aware of the amount of money it takes to operate your school?

yes some no 26. Are you aware of the amount of money it takes to operate your home?

yes some no 27. Has school helped you understand that all work is important regardless of the reward?

yes some no 28. Would you be happy if you never had to work?

yes some no 29. Is the best job always the one that pays the most money?

B

MULTIPLE CHOICE

Following you will find four responses for each question. Circle the correct answer.

30. By learning to make decisions in school and home, I will be able to solve other problems in life.

    a. I agree.

    b. I disagree.

    c. It makes no difference.

    d. I do not care.

31. Why should a student discuss his/her problems with a teacher?

    a. The teacher will give the student a better grade.

    b. The student wants to upset the teacher.

    c. The teacher is trained to help a troubled student.

    d. The teacher has nothing else to do.

32. When should a teenager be allowed to date?

    a. When he/she graduates from high school.

    b. When he/she feels they want to.

    c. When his/her parents feel they are responsible.

    d. When the opportunity arises.

33. Your little sister is always trying to get you in trouble at home. Every time she does,you get mad and want to hit her. To get along with her you should:

    a. Ask Mother and Dad what to do.

    b. Tell on her for something she did.

    c. Hide her school books.

    d. "Get something" on her so she'll behave.

34. Why would a doctor need a nurse to work for him?

    a. He needs someone to order around.

    b. To get the job done

c. He needs someone to talk to during the day.

d. She better understands the job due to her training.

35. An electrician, mechanic, carpenter or plumber would

a. Spend most of his time reading

b. Need to get a college degree

c. Be a poor sport

d. Like working with his hands.

36. By choosing a career you set your

a. Watch

b. Table

c. Hen

d. Lifestyle

37. By exploring various careers at school, at scouts, and in the community, I will develop skills to choose a

a. Gift

b. New jacket

c. Career

d. Candy bar.

38. In school, math is very easy for Joan. What occupation should she choose?

a. A model

b. An airline stewardess

c. A bookkeeper or accountant

d. An English teacher

39. What courses should a student take if he or she wanted to become a doctor?

a. Mathematics, and P.E.

b. Mathematics, Physics, Biology and Chemistry

c. Reading and fundamental skills

d. English and Social studies

B

40. You do not know for sure what you want to do as an adult. You should

    a. Wait for your parents to tell you what to do.

    b. Read books and talk to people with different jobs.

    c. Ask your friend what to do.

    d. Not worry about it.

41. Marie loves new clothes and jewelry and also loves to spend money on other things. Her Mother said that when she's 16 she may have a car if she will pay for it. Marie should

    a. Learn all she can about cars.

    b. Open a savings account and make weekly deposits

    c. Try to talk Daddy into buying the car

    d. Forget about saving money until she's 16.

CAREER EDUCATION NEEDS ASSESSMENT
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Grades 7-8-9

SYSTEM _____ SCHOOL _____ GRADE _____ TEACHER _____

ETHNIC ORIGIN

American Indian _____
Asian _____
Hispanic _____
Black ____
White ____

Sex

Male ____
Female ____

Please circle the correct answer

yes some no 1. Have your teachers helped you to identify how family, school, peer groups, community, and work experiences will influence your life-style?

yes some no 2. Do you realize you need various skills to set obtainable goals in life?

yes some no 3. Have your school experiences aided you to understand that planned priorities and goals are more likely to be attained?

yes some no 4. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

yes some no 5. Have your teachers helped you to become aware of your limitations, as well as your strengths, as they relate to your future?

yes some no 6. Has your school provided simulated work experiences in order that you might become aware of job skills?

yes some no 7. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

yes some no 8. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

yes some no 9. Have your teachers helped you to know that different occupations require different types of educational preparation?

yes some no 10. Has your school explained the distinction between the terms "career" and "occupation"?

yes some no 11. Has your school provided you with opportunities to learn about and recognize various job clusters?

yes some no 12. I have had the opportunity to explore the advantages and disadvantages of several career areas.

yes some no 13. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

yes some no 14. Has your school provided you with opportunities to take field trips and observe others working in areas which you are interested?

yes some no 15. Does your school have books, films, filmstrips, catalogs, and other information available for you to use to study about various careers?

yes some no 16. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

yes some no 17. Has school helped you to understand that you are responsible for the outcomes of your decision?

yes some no 18. Has your school provided you the opportunity to make realistic decisions and plans?

yes some no 19. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

yes some no 20. Has your school helped you understand that a job done well is rewarded by self-satisfaction and the recognition of others?

yes some no 21. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

yes some no 22. Has your school provided experiences to help you understand there is dignity in all work?

yes some no 23. Does your school actively encourage you to demonstrate good work habits?

yes some no 24. Has your school helped you to become familiar with the use of basic tools, equipment, and materials associated with the world of work?

yes some no 25. Does your school help you in planning and preparing for a "next step" beyond high school, in either employment or further education?

CAREER EDUCATION NEEDS ASSESSMENT
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Grades 10-11-12

D

SYSTEM _____ SCHOOL _____ GRADE _____ TEACHER _____

ETHNIC ORIGIN

American Indian ___ Black ___
Asian ___ White ___
Hispanic ___

Sex

Male ___
Female ___

Please circle the correct answer

yes some no 1. Have your school experiences helped you understand your interests, aptitudes, and achievements necessary to developing your career goals?

yes some no 2. Have your teachers helped you to identify how family, school, peer group, community, and work experiences will influence your life-style?

yes some no 3. Have your counselors helped you to identify how family, school, peer group, church, community, and work experiences will influence your life-style?

yes some no 4. Have your school experiences aided you to understand that planned priorities and goals are more likely to be attained?

yes some no 5. Has your school helped you to consider information about yourself as it relates to your future educational and occupational plans?

yes some no 6. Have your teachers helped you to become aware of your limitations, as well as your strengths, as they relate to your future?

yes some no 7. Has your school helped you understand there are social, economic, educational, and cultural factors which will relate to your career choices?

yes some no 8. Have your educational experiences helped you to understand the relationships between levels of education and employment?

yes some no 9. Have your course selections in high school influenced your tentative career plans?

yes some no 10. Has your school provided simulated work experiences in order that you might become aware of job skills and examine tentative job choices?

yes some no 11. Has your school provided you with access to information you want and need about post high school educational and career opportunities?

yes some no 12. Have your teachers discussed with your class the various careers which are related to the subjects they teach?

yes some no 13. Have you been shown how your ability and achievement test results will be helpful to you in your post high school educational and career opportunities?

D

yes some no 14. Have your teachers helped you to know that different occupations require different types of education preparation?

yes some no 15. Has your school explained the distinction between the terms "career" and "occupation"?

yes some no 16. Has your school provided you with opportunities to learn about and recognize various job clusters?

yes some no 17. Have you had the opportunity to explore the advantages and disadvantages of several career areas?

yes some no 18. Has your school helped you to become familiar with employment possibilities in your community and surrounding areas?

yes some no 19. Has your school provided you with opportunities to take field trips to observe others working in areas in which you are interested?

yes some no 20. Does your school have books, films, filmstrips, catalogs, and other information available for you to use to study about various careers?

yes some no 21. Have your teachers invited people to come to your classes to talk about their work and the requirements for their jobs?

yes some no 22. Has your school helped you understand the relationship of your anticipated career choice toward economic trends found in your community, state, and nation?

yes some no 23. Has your school helped you to understand that you are responsible for the outcomes of your decisions?

yes some no 24. Has your school provided you the opportunity to make realistic decisions and plans?

yes some no 25. Have you been given opportunities in school to relate your hobbies or out-of-school activities to your school curriculum?

yes some no 26. Has your school helped you understand that a job done well is rewarded by self-satisfaction?

yes some no 27. Has your school helped you become aware of the many constructive or productive ways you may use your leisure time?

yes some no 28. Has your school provided information about employer expectations?

yes some no 29. Has your school helped you to become familiar with the use of basic tools, equipment, and materials associated with the world of work?

yes some no 30. Has your school provided you with the opportunity to have simulated work experiences related to your tentative career plans?

yes some no 31. Have you been provided experiences in preparing applications and resumés related to employment?

D

yes some no 32. Have you had practical experiences in the use of social and communicative skills necessary for employment interviews?

yes some no 33. Have your teachers provided opportunities for you to learn to present information about your abilities, training, and experiences to employers in a convincing manner?

yes some no 34. Does your school help you in planning and preparing for a "next step" beyond high school in either employment or further education?

E

CAREER EDUCATION NEEDS ASSESSMENT
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Administrators and Teachers Survey

PLEASE CHECK THE APPROPRIATE CATEGORY

SUPERINTENDENT _____ PRINCIPAL _____ SUPERVISOR _____ TEACHER _____ COUNSELOR _____

Elementary _____
Junior High _____
Senior High _____

Grade
1___4___7___10___
2___5___8___11___
3___6___9___12___

ETHNIC ORIGIN

American Indian ____ Black ____
Asian ____ White ____
Hispanic ____

SEX

Male ____
Female ____

Circle the rating which best describes the degree to which you feel each career education opportunity listed below is needed.

OUR SCHOOL(S) PROVIDES STUDENTS THE FOLLOWING OPPORTUNITIES:	DEGREE				
	great deal more	more	same amount	less	don't know
1. To develop effective life decision-making skills	5	4	3	2	1
2. To become aware of how they can apply these skills to relate jobs and/or occupations.	5	4	3	2	1
3. To develop positive attitudes toward themselves, school, community, and work.	5	4	3	2	1
4. To develop an appreciation for the personal, social, and economic significance of work.	5	4	3	2	1
5. To develop an awareness of their interests, aptitudes, needs, and values as an aid to career planning.	5	4	3	2	1
6. To become aware of the many occupational options open to them.	5	4	3	2	1
7. To consider how their career choice may affect their life-style.	5	4	3	2	1
8. To explore their interests and aptitudes through actual or simulated work experience.	5	4	3	2	1
9. To develop an understanding and appreciation of our free enterprise system.	5	4	3	2	1
10. To develop a flexible career plan.	5	4	3	2	1
11. To be prepared for a "next step" when they leave public school, in either immediate employment or continuing education.	5	4	3	2	1

CAREER EDUCATION NEEDS ASSESSMENT

IN ORDER TO PROVIDE CAREER EDUCATION FOR STUDENTS, WE NEED

12. A policy statement from the local board of education supporting and defining career education.	5	4	3	2	1
13. One person designated to coordinate career education efforts within our school system.	5	4	3	2	1
14. Cooperation of teachers in integrating career education with the total school curriculum.	5	4	3	2	1
15. Adequate evaluation systems for career education efforts.	5	4	3	2	1
16. Assistance in identifying, cataloging, and utilizing school and community resources for career education.	5	4	3	2	1
17. Planned conferences for administrators, teachers, and counselors to share ideas and resources.	5	4	3	2	1
18. Release time for teachers, administrators, and counselors to develop local career education materials.	5	4	3	2	1
19. In-service training for all school staff concerning career education.	5	4	3	2	1
20. A local needs assessment for career education.	5	4	3	2	1
21. A local plan for career education.	5	4	3	2	1
22. Communication and cooperation between school and community to facilitate career education.	5	4	3	2	1
23. A program of "testing" to help students identify their interests and abilities.	5	4	3	2	1
24. More communications between state agencies, institutions of higher education, local schools, and community.	5	4	3	2	1
25. A coordinated plan for career education for all students at all ages, beginning in early childhood proceeding through retirement.	5	4	3	2	1

IN ORDER TO PROVIDE CAREER EDUCATION FOR STUDENTS, AS A TEACHER I NEED

26. suggestions and examples showing application of career education strategies in each subject area.	5	4	3	2	1
27. opportunities for teachers of the same grade level or discipline to share their classroom activities in career education.	5	4	3	2	1
28. follow-up activities to see where our students are one- and five-years after graduation.	5	4	3	2	1

E

29. counselor support for career education efforts. 5 4 3 2 1

30. administrative support for career education efforts. 5 4 3 2 1

31. parent support for career education efforts. 5 4 3 2 1

32. community support for career education efforts. 5 4 3 2 1

What is the source of your specific knowledge or training in career education and what is its amount of influence on you?

	High Level	Med. Level	Low Level	None	No Opin.
33. Part of my degree program.					
34. Professional meetings or conferences.					
35. Professional journals and/or books.					
36. School in-service workshops.					
37. College- or university-sponsored workshops.					
38. State Department workshops.					
Newsletters or brochures.					

Please indicate your opinion as to the degree of potential influence each of the following could have in your training, the training of your colleagues and that of future educators n career education.

	High Level	Med. Level	Low Level	None	No Opin.
40. Local coordinator of career education.					
41. State Department workshops.					
42. Part of a degree program.					
43. Professional meetings or conferences.					
44. Professional journals and/or books.					
45. School in-service workshops.					
46. College- or university-sponsored workshops.					
47. Newsletters or brochures.					

What source of funding has enabled your system to implement career education?

1. ___ Local funds
2. ___ Federal funds
3. ___ State funds
4. ___ Vocational Education funds
5. ___ Private funds

DEAR PARENT OR GUARDIAN:

The Alabama State Department of Education needs your help in determining what your child needs in career education. Career education combines the resources of school, home, and community to help students learn as much as possible about themselves and the world of work.

You are part of a sample population of parents throughout Alabama. Enclosed you will find a short survey form. The information from this survey will be used to develop a State Plan for Career Education; therefore, your responses are very important for the future planning of career education.

Please fill out the survey form and return it to me.

Sincerely yours,

_____

Teacher

F

CAREER EDUCATION NEEDS ASSESSMENT
STATE DEPARTMENT OF EDUCATION
Division of Instruction
Parents Survey

SYSTEM _____ SCHOOL _____

NO. CHILDREN _____ GRADES THEY ARE IN _____

At the right of each statement, circle the rating which best describes the degree to which you feel each opportunity is needed by your child.	Degree				
	more	same amount	less	don't know	none
1. Help in developing positive attitudes toward self, school, community, and work.	5	4	3	2	1
2. Help in learning to appreciate the personal, social, and economic significance of work.	5	4	3	2	1
3. Help in exploring his/her interest, skills, personal traits, personal needs, and personal values as aids to career planning.	5	4	3	2	1
4. Help in relating what is learned in school to various occupations.	5	4	3	2	1
5. Opportunities to go to work with me to gain exposure to the world of work.	5	4	3	2	1
6. Information about the wide variety of occupations in business, government, and industry in our community.	5	4	3	2	1
7. Opportunities to visit other persons at their work site to gain exposure to the world of work.	5	4	3	2	1
IF YOUR CHILD IS GRADE SIX OR BELOW, PLEASE SKIP TO STATEMENT EIGHTEEN AND COMPLETE THE SURVEY.					
8. Help in considering how a career choice may affect his/her life-style.	5	4	3	2	1
9. Information about current and future trends in the job market.	5	4	3	2	1
10. Opportunities to determine his/her interests and aptitudes through actual or simulated work experience.	5	4	3	2	1
11. Information about how to qualify for entrance and how to succeed in postsecondary school.	5	4	3	2	1
12. Placement services upon exit from high school either in employment or further education.	5	4	3	2	1

AS A PARENT, IN ORDER TO HELP MY CHILD WITH CAREER EDUCATION, I NEED:

13.	opportunities to become familiar with our school's career education activities.	5 4 3 2 1
14.	opportunities to become familiar with career education resources, materials available in my community and suggestions on how to use them.	5 4 3 2 1
15.	opportunities to learn what other parents are doing in career education for their children.	5 4 3 2 1
16.	suggestions and examples of how I can provide career education in the home.	5 4 3 2 1

APPENDIx B

DISSEMINATION ACTIVITIES

Dr. Kurth, professor of education, Auburn University, has a broad background of experience in education and business. He has taught at various levels in North Dakota, Colorado, Florida, and Alabama. Since coming to Auburn University in 1970, he has served as a resource person with the State Department of Education on the Appalachian Career Education Project. Dr. Kurth has taught numerous career education classes and has conducted institutes and workshops for elementary, secondary, junior college and vocational teachers.

The next meeting of the State Advisory Council for Career Education is scheduled for 10 a.m., October 6, in Birmingham.

Career training: A misunderstood success

By Harold Jackson

Staff Writer

A strange fact in Alabama is that career education, recognized nationally as one of the state's most successful education curriculums, must also be listed as the most misunderstood among Alabama students, teachers and parents.

"Our biggest problem is that people have a view of career education as being synonymous to vocational education," explained Mrs. Anita Barber, state coordinator of career education under the State Department of Education. She said career education does deal with the preparation of skills but also much more.

What then is career education? The state education department, in a pamphlet on the subject, defines career education as "a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominantly technical specialized society."

In simpler terms, what career education attempts to do is take a child in grade one or earlier and from that point make him aware of the different jobs in society and what skills and educational credentials are needed to be successful at them. The child, as he grows older, can determine what job he wants to make a career in, and take the appropriate courses while receiving the proper guidance as well.

According to Mrs. Barber, one can see how such a course touches base not with students who wish to go into vocational fields and also those who want to practice medicine or enter law. She said parents and teachers, particularly on the college level, shy away from career education thinking it only involves vocational courses.

Despite misconceptions, career education has enjoyed success in this state. In fact due to the amount of success, the U.S. Office of Education (USOE) designated this state along with Washington as demonstration sites for national review as to how career education should progress.

More than 25 major education policy makers from the nation's capital toured the University of Alabama, Jefferson State Junior College and the Mobile and Sylacauga public school systems in April for that purpose.

Noting the significance of this honor for a state which often finds itself at the bottom in education matters nationally, the state legislature during its last session appropriated funds to career education for the first time since its beginning in 1972, about $50,000.

But the initial success of career education has not spoiled those who work in that area. State educators note that one reason the state has done so well in comparison nationally is that very few states have done anything in career education. It is pointed out that to remain on top Alabama has to continue to work hard.

Late this summer, the state education department used a federal grant to form a career education advisory council, made up of educators and prominent persons in the field of business. This council has already met twice this school year and is currently devising a career education plan for the state.

Dr. William Cook, vice president of the Hudson Thompson Co. in Montgomery, and president of the career education advisory council, explained the task of the group as making the curriculum more effective and coordinating the efforts of educators and businessmen to promote career education. In many instances they plan to use businessmen in the classroom to show what is involved in a particular field. The end result, according to Cook, will be "instilling in students an appreciation for all tasks performed by human beings."

Executive Takes Careers Post

Dr. William E. Cook Jr., vice president of Hudson-Thompson, Inc., in Montgomery, has been elected president of the newly organized Alabama Career Education Advisory Council.

Dr. Edward M. Kurth, professor of education at Auburn University, was elected vice president-president elect.

The council, appointed by State Supt. Wayne Teague, was formed in compliance with federal regulations relative to career education and will "provide advice and assistance during the development of the state plan for career education."

The council is composed of members representing the following groups: education officials, other governmental agencies, business and industry, labor, teachers, parents and students.

The organizational meeting was held recently in Montgomery, and the next meeting is scheduled for Oct. 6 in Birmingham.

WINSTON HONORED AT AU — Jerome Winston (left), a retired Birmingham industrialist who devotes his energies to industrial education activities, was awarded the Phi Delta Kappa Citizen Award at Auburn University this week. Making the presentation was Dr. Robert E. Rowsey, president of the education honorary and assistant professor of secondary education at AU.

(AU Photo)

Citizen Award given to industrialist Wilson

Jerome Winston, a retired industrialist who has been a prime mover in the establishment and expansion of industrial arts education programs in the Birmingham-Jefferson area, was awarded the Phi Delta Kappa Citizen Award at Auburn University this week.

The award, presented by the education honorary's president, Dr. Robert E. Rowsey, cites Winston for his influence in securing funding for a variety of industrial activities. The programs have provided educational opportunities for the various construction trades in the evening and used further during the day by secondary education groups.

Wnston, a Birmingham native, retired from U.S. Steel Corp. in 1972 as a department superintendent, ending a 41-year career with the company which he says started "on the business end of a shovel at 28 cents per hour."

He holds the BS from Birmingham Southern College where he later studied chemistry and metallurgy. Further studies in industrial engineering were at the University of Alabama in Birmingham.

Since 1973, Winston has served as director for the Construction Advancement Program of Alabama, sponsored by the Alabama branch of Associated General Contractors of America.

Winston is a past national vice president of both the Society for Advancement of Management and the Air Force Reserve Association.

He is presently chairman of the education committee of the Birmingham Area Chamber of Commerce and a member of the Superintendent's Business Advisory Council of Alabama and of the State Career Education Advisory Council.

ADVISORY COUNCIL TASK FORCES AT WORK

ADVISORY COUNCIL TASK FORCES

CAREER
EDUCATION

PUBLIC RELATIONS TASK FORCE

AGENDA

COMMUNITY RESEARCH TASK FORCE
CAREER EDUCATION STATE PLAN

May 26, 1977, 4:00-8:00 p.m.
Rodeway Inn -- Birmingham, Al.

I. Status of Career Education - Dr. Clinton Owens

II. Film - "Career Education"

III. Report from Advisory Council - Dr. William Cook & Dr. Ed Kurth

IV. Outline of State Plan Efforts - Anita Barber

V. Report of Statewide Needs Assessment - Floyd Johnson

VI. Questions and Answers

VII. Plans for future meeting - Floyd Johnson

VIII. Individual group meetings

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Wayne Teague, State Superintendent of Education

NEWS

Contact: Luther G. Mitchell · Public Relations and Information · 404 State Office Building, Montgomery, Alabama 36130 · 832-3280

FOR IMMEDIATE RELEASE

PUBLIC SERVICE ANNOUNCEMENTS

CAREER EDUCATION

20 SECONDS

ARE YOU INTERESTED IN STARTING A NEW CAREER? YES, YOU CAN FIND A TOTAL NEW PROGRAM IN CAREER EDUCATION. WHETHER YOU WISH TO INVESTIGATE NEW OPPORTUNITIES OR IMPROVE ON WHAT YOU'RE DOING, IT'S TIME TO THINK ABOUT THE MANY OPPORTUNITIES IN EDUCATION TODAY. TAKE TIME TO LOOK AT YOUR FUTURE. FOR MORE INFORMATION, CALL THE STATE DEPARTMENT OF EDUCATION, CAREER EDUCATION SECTION, MONTGOMERY, ALABAMA. TELEPHONE 832-5200.

30 SECONDS

WHAT DOES FREE ENTERPRISE MEAN TO YOU? I HOPE IT WILL PUT MONEY IN YOUR POCKET. TAKE A LOOK AT CAREER EDUCATION JUST AS MANY OTHERS ARE NOW DOING. CAREER EDUCATION OFFERS SOMETHING FOR EVERYONE, IN PROVIDING ADDITIONAL OPPORTUNITIES, ASSISTING IN THE LEARNING OF A NEW TRADE OR IMPROVING WHAT YOU'RE PRESENTLY DOING. IT'S TIME TO THINK ABOUT THE MANY OPPORTUNITIES IN CAREER EDUCATION. AFTER ALL, IT'S YOUR FUTURE! FOR MORE INFORMATION, CALL THE STATE DEPARTMENT OF EDUCATION, CAREER EDUCATION SECTION, MONTGOMERY, ALABAMA. TELEPHONE 832-5200.

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
Wayne Teague, State Superintendent of Education

NEWS

Contact: Luther G. Mitchell · Public Relations and Information · 404 State Office Building, Montgomery, Alabama 36130 · 832-3280

August 26, 1976

FOR IMMEDIATE RELEASE

CAREER EDUCATION ADVISORY COUNCIL FORMED

An organizational meeting of the Career Education Advisory Council was held August 18 in Montgomery. The Council, appointed by State Superintendent of Education, Dr. Wayne Teague, was formed in compliance with federal regulations relative to Career Education and will "provide advice and assistance during the development of the State Plan for Career Education."

The Council is composed of members representing the following groups: education, other governmental agencies, business and industry, labor, higher education, school administrators, counselors, teachers, vocational education, parents, and students.

At the initial meeting, the membership elected Dr. William E. Cook, Jr., Council president, and Dr. Edward M. Kurth, Council vice president-president elect.

Dr. Cook is a vice president of Hudson-Thompson, Inc., a major wholesale-retail food distribution company headquartered in Montgomery. He holds a Ph.D. degree in British Literature and is author of two books and numerous articles for professional journals. Dr. Cook has served as a Regular Army infantry officer, and prior to coming to Hudson-Thompson, Inc., held various professional and administrative positions at Auburn University at Montgomery. He is well-known for his unique and highly regarded motivational seminars and is involved in a variety of civic and community activities.

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Dr. Kurth, professor of education, Auburn University, has a broad background of experience in education and business. He has taught at various levels in North Dakota, Colorado, Florida, and Alabama. Since coming to Auburn University in 1970, he has served as a resource person with the State Department of Education on the Appalachian Career Education Project. Dr. Kurth has taught numerous career education classes and has conducted institutes and workshops for elementary, secondary, junior college and vocational teachers.

The next meeting of the State Advisory Council for Career Education is scheduled for 10 a.m., October 6, in Birmingham.

-30-

STATE ADVISORY COUNCIL FOR CAREER EDUCATION

EDUCATION

Dr. Wayne Teague, Superintendent
State Department of Education
Montgomery, Alabama 36130

3 yr.-Dr. W. C. Berryman, Director
Division of Instruction
State Department of Education

3 yr.-Dr. Clinton Owens
Assistant Director
Division of Instruction
State Department of Education
Montgomery, Alabama 36130

2 yr.-Dr. Clark D. Williams, Coordinator
Federal Programs Section
State Department of Education
Montgomery, Alabama 36130

1 yr.-Dr. William E. Truitt
Assistant Director
Division of Departmental Services
Montgomery, Alabama 36130

OTHER GOVERNMENTAL AGENCIES

3 yr.-Mrs. Melba Till Allen
Alabama State Treasurer
State Capitol Building
Montgomery, Alabama 36130

2 yr.-Honorable Pete Turnham
Representative State of Alabama
Box 1592
Auburn, Alabama 36830

BUSINESS AND INDUSTRY

3 yr.-Mr. Rex Thornton
Monsanto Chemical Company
Decatur, Alabama

1 yr.-Mrs. Mary George Waite, President
Farmers and Merchants Bank
Centre, Alabama 35960

3 yr.-Mrs. Kay Ivey, Assistant Cashier
Merchants National Bank
Mobile, Alabama 36622

3 yrs.-Dr. James Bishop, Branch Director
Support Data Branch
Division of Vocational Education
Montgomery, Alabama 36130

2 yrs.-Mr. Charles Rowe, State Supervisor
Services for Mental Disabilities
State Department of Education
Montgomery, Alabama 36130

1 yr.- Mr. Clifton Nash, Coordinator
Pupil Personnel Services
Division of Instruction
Montgomery, Alabama 36103

1 yr.- Mr. Charles P. Hayes, Education Specialist
Textbook Section
State Department of Education
Montgomery, Alabama 36130

Dr. Joe Miller, Director
Postsecondary Education
Montgomery, Alabama 36130

1 yr.- Dr. David Sawyer, Director
Vocational Education
University of Alabama
Tuscaloosa, Alabama

1 yr.- Mr. Tom Ventress, Director
Department of Industrial Relations
Montgomery, Alabama 36130

1 yr.- Mr. Robert Knauer
Aluminum Company of America
1509 Government Street
Mobile, Alabama 36604

3 yr.- Mr. Mureal Crump
Senior Vice President
Alabama National Bank
Montgomery, Alabama

BUSINESS AND INDUSTRY

2 yr.-Mr. James Britton, Executive Director
Alabama State Chamber of Commerce
Montgomery, Alabama

2 yr.-Mr. Lowell Harrellson
Ballco Construction Company
Box 880
Bay Minette, Alabama

Mr. Tom Eden, Vice President
Alabama Textile Manufacturers Assoc.
Montgomery, Alabama

1 yr.-Dr. William Cook, Vice President
Hudson Thompson Company
Highway 80 West
Montgomery, Alabama

HIGHER EDUCATION

3 yr.-Dr. Edwin L. Kurth
5024 Haley Center
Auburn University
Auburn, Alabama 36830

2 yr.-Dr. C. C. Baker
Assistant Superintendent
State Department of Education
Montgomery, Alabama 36130

1 yr.-Dr. Harold Bishop
Assistant to the President
University of Alabama
University Station
Tuscaloosa, Alabama 35486

LABOR

Mr. Jerome Winston
Alabama Construction Advancement Program
P.O. Box 10204
Birmingham, Alabama 35202

Mr. C. L. Entrekin
Executive Vice President
Alabama Labor Council (AFLCIO)
231 West Valley Avenue
Birmingham, Alabama 35209

SCHOOL ADMINISTRATORS

3 yr.-Dr. Byron Nelson, Superintendent
Decatur City Schools
Decatur, Alabama 35601

1 yr.-Mrs. Anne Kelley, Principal
Springhill Elementary School
c/o Pike County Board of Education
Troy, Alabama 36081

2 yr- Dr. Carlton Smith, Superintendent
Hartselle City Schools
Hartselle, Alabama

2 yr-Dr. W. C. Hannah
Assistant Superintendent
Lauderdale County Board of Education
P.O. Box 278
Florence, Alabama 35630

3 yr-Mr. Everett DeBrow, Principal
Loachapoka High School
Loachapoka, Alabama 36865

COUNSELORS

1 yr.-Mr. O. D. Dodd
Sylacauga High School
Sylacauga, Alabama 35150

1 yr.-Dr. Bobby Anderson
Assistant Professor of Guidance
University of Alabama - Birmingham
Birmingham, Alabama 35243

TEACHERS

1 yr.-Mrs. Gwen Teal
Distributive Education
Autauga County High School
Prattville, Alabama 36067

1 yr.-Mrs. Janett Peoples
Elementary Education
Phenix City Board of Education
Phenix City, Alabama 36867

1 yr.-Mrs. Annie Hale
English Department
Aliceville High School
Aliceville, Alabama 35442

2 yr.-Mrs. Sue Hester
Elementary Education
Russellville City Board of Education
Russellville, Alabama 35653

VOCATIONAL EDUCATION

2 yr.-Dr. Joe Coupland
Vocational Director
Birmingham City Board of Education
P.O. Box 10007
Birmingham, Alabama

1 yr.-Mr. Robert Hollis
Specialist
Vocational Education
State Department of Education
Montgomery, Alabama 36130

3 yr.-Mr. Ted Jones
Vocational Director
Bessemer City Board of Education
Bessemer, Alabama 35020

SUPERVISORS

2 yr.-Mrs. Brooxie Barnes
P.O. Box 184
Gadsden City Board of Education
Gadsden, Alabama 35902

1 yr.-Mrs. Harriett Terry
Supervisor of Instruction
Enterprise City Board of Education
400 Watts Avenue
Enterprise, Alabama 36330

1 yr.-Mr. J. B. Wier
Supervisor of Instruction
Pickens County Board of Education
Carrollton, Alabama

1 yr.-Mrs. Fronia Moore
Supervisor of Instruction
Cullman City Board of Education
222 Second Avenue, S.E.
Cullman, Alabama 35055

1 yr,-Mrs. Glenys Mason
Director Career Education
Mobile County Board of Education
P.O. Box 1327
Mobile, Alabama 36601

LOCAL BOARD OF EDUCATION

Mrs. Ruth Drago
Mobile County Board of Education
P.O. Box 1327
Mobile, Alabama 36604

AGENDA

Career Education Advisory Council
State Department of Education
State Office Building
Montgomery, Alabama

August 18, 1976

Presiding		Dr. Wayne Teague State Superintendent
10:00 - 10:15	Welcome and Introduction of Council	Dr. Wayne Teague
10:15 - 10:30	Purpose and Objectives of Council	Dr. William Berryman Acting Director Division of Instruction
10:30 - 10:45	Philosophy of Career Education	Anita Barber State Coordinator Career Education
10:45 - 11:30	Review of Proposed State Plan for Career Education	Anita Barber
11:30 - 12:00	USOE Commissioner's Conference on Career Education	Dr. Wayne Teague
12:00 - 1:30	Lunch	
1:30 - 2:00	Review of Career Education Statewide and Nationally	Anita Barber
2:00 - 2:15	Nomination and Election of Advisory Council Officers	Dr. William Berryman
2:15 - 3:00	Planning for Future of Career Education in Alabama	New Chairman
3:00	Adjourn	

ADVISORY COUNCIL MEETING

August 18, 1976 - Room 480
State Office Building - Montgomery

The first meeting of the Advisory Council on Career Education consisting of members from business, industry, and education was called to order by Dr. Wayne Teague, State Superintendent of Education, at 10:00 a.m., August 18, 1976, in Room 480, State Office Building, Montgomery, Alabama.

Dr. Teague welcomed the council members and presented the agenda for the day. In his opening remarks he stated: "I can't stress enough the importance I should put on a committee of this kind. Most of you know that shortly after assuming the office of Superintendent, I established a business advisory forum involving the businesses and industries of the state to advise the State Department as to what education ought to include. This was not just a token effort; it was a sincere method to find out what people think we ought to be doing in the state. Some of you may disagree with me, but I think we have sat around too long talking to ourselves, asking the same questions, and getting the same answers over and over again. I feel that we should ask other people, people we are working for, so to speak, to advise us on this.

Career education is nothing new. Good teachers have been involved in career education for years. But they have not been getting any sequential programs from kindergarten through higher education established. Also I think many people have looked at career education as vocational education. I heard somebody in vocational education make this statement which I thought was very appropriate. He said that vocational education was part of career

education. I've been saying this, but I am afraid that people in vocational education misunderstood. I think this is the truth. All education should be career education. There is a great move in this country now to bring about a sequential career education program, a planned program.

Former Commissioner of Education Ted Bell has been pushing career education. Our state has been singled out as one of two leading states in the nation in career education already. This should mean that we are out in front with any funding that might come down the road. This year we asked the legislature for $50,000 for career education and we got it. It is a very important concept and we don't want to move on it without your help.

This group is largely composed of lay people as far as education is concerned, but most are related to education. I'm very strong toward the public schools being lay-controlled, etc. I think, as you have heard me say before, schools are for the public and not for us educators. I am very sincere when I say that we want this committee to function as you wish it to function. I'll assure you that no staff members are going to influence your thinking except in open meeting. I want your advice. We do not know just where this will lead us. We do know that it is a requirement, but that is not why you are here. We would have had you here, requirements or not. We want to use you. We want you to be a functioning committee, so as you go through the day and as you elect officers, keep in mind that we want this committee to really function, not just sit here and once in a while nod your head in agreement of something that is said. We want you to be helpful."

Dr. Teague then presented Dr. William Berryman, Acting Director of the Division of Instruction, who distributed a roster of the membership. Dr. Berryman asked that each person identify himself so the members could begin matching faces and names and become better acquainted.

Two names were added: Mrs. Doris Paslay from Jacksonville, President of the Alabama Vocational Counselors Association, and Mr. Sid McDonald, State Senator from Arab and chairman of the Senate Education Committee.

Mr. Jerome Winston, Alabama Construction Advancement Program, noted a correction to the membership list stating that he was not a member of organized labor. Dr. Teague acknowledged the correction explaining that the labor segment of the council was not just organized labor.

Dr. Berryman then presented a list of possible objectives and activities which the council might like to follow in assisting with the development of a State Plan for Career Education. He stated that this committee would be a working committee and asked for assistance of this group in providing linkages with education and the world of work at all levels in our schools.

He presented a discussion of the following possible activities and objectives:

1. To assist in the development of the State Plan for Career Education.
2. To locate and enlist support and assistance from key state, and perhaps local groups.
3. To provide a clear linkage at the state level between education and work.
4. To serve as a catalyst for state action and involvement.

5. To provide information regarding educational and education-related needs in the state.

6. To make inputs to policy formulation in the state.

7. To advise in career education program development.

8. To conduct (or assist in) evaluations of career education.

Dr. Berryman then presented Mrs. Anita Barber, State Coordinator of Career Education, who briefly presented the philosophy and concepts of career education and explained the objectives set aside by the U.S. Office of Career Education and the Alabama Department of Education. Mrs. Barber read a portion of the guidelines in the Federal Register regarding federal funding for career education and stated that Alabama has received $46,000 for the development of a State Plan for Career Education. It was pointed out that a needs assessment survey would be made and suggestions were solicited for help in developing an instrument for surveying the business and industrial populations.

Mrs. Glenys Mason of Mobile County Board of Education asked if educators would be included in the survey. The asnwer was yes.

Dr. Harold Bishop of The University of Alabama asked if the drop-out population would be considered for the survey. Mrs. Barber stated that consideration would be given.

Mr. J.B. Wier of Pickens County asked who would be involved in developing the assessment instrument. Mrs. Barber replied that she hoped the council would assist.

Dr. Teague then commented on the National Conference on Career Education in Houston, Texas, November 7-10, encouraging as many as possible to attend the conference. It was mentioned that some airlines are offering group rates to people wishing to attend

the conference. Each state may have a booth for exhibit purposes. No decision was made concerning this.

The meeting was recessed for lunch. Dr. Berryman reconvened the meeting at 1:00.

Mrs. Barber completed her explanation of the history of Career Education in Alabama and nationally. She distributed two handbooks published by the Career Education staff: Career Guidance Handbook and Career Education in Alabama.

Mrs. Barber also discussed the services of the staff and office explaining the loan library which has been established for use by practitioners in the state and distributed copies of the catalog containing over 5,000 instructional media materials.

Dr. Berryman asked for nominations for officers. Dr. Harold Bishop of The University of Alabama moved that co-chairpersons be elected, one from business and one from education. The Motion was seconded. The meeting was open for discussion. The motion was voted on and defeated.

Dr. Bobby Anderson of the University of Alabama in Birmingham, moved that a president, vice-president/president-elect be elected. The motion was seconded, voted upon, and carried. Nominations from the floor were: Dr. William J. Cook, Jr., Hudson-Thompson Company; Mr. Tom Eden, Alabama Textile Manufacturers; and Mr. Mureal Crump, Alabama National Bank. Dr. Cook was elected president.

Dr. Edwin Kurth of Auburn University was the only name placed in nomination for vice-president. He was elected by acclamation.

Dr. Cook asked for a five-minute recess.

When the council reconvened, Dr. Cook expressed his appreciation for being elected president and stated that he would work to assist

in the identification of problems and outlining tasks for the year. He said that he considered his position as president more of a coordinator. He asked that each person reaffirm his commitment to serve on this committee by informing the Career Education Office by Monday, August 23, 1976.

He announced that the next meeting would be October 6 in Birmingham, and requested that much time be devoted to an open forum during which each member could have the opportunity to express his views and concerns about career education.

He said that he hoped the group would work together to identify specific tasks of the council for the ensuing year and form task forces for accomplishing these tasks. Dr. Cook stated that each task force would then elect its own chairperson. The chairpersons would then comprise the Executive Committee of the entire council. By working within a framework similar to this, it would not be necessary for the entire membership of the council to meet again in a large group except quarterly.

It was recommended that members be ready to present names for additional members at the October meeting.

Dr. Berryman stated that it is a policy of the State Board not to call meetings during the course of a school day; but due to the importance of this council, a letter from the State Superintendent to a local superintendent could be provided if anyone needed it.

A recommendation was made that letters go to each local administrator who has members of his staff on the council informing him of the activities of the council.

Mrs. Judy Bevis and Mrs. Martha Lewis, secretaries, distributed travel forms for members to be reimbursed for their travel to Montgomery.

The meeting was adjourned at 2:30 p.m.

MINUTES OF STATE CAREER EDUCATION COMMITTEE

State Office Building - Montgomery, Alabama
September 20, 1976

The State Department Committee on Career Education met September 20 from 8:30 am til 10:00 am in the conference room of the Division of Instruction, sixth floor. Those in attendance were: Dr. W. C. Berryman, Mr. Clifton Nash, Mr. Charles Hayes, Dr. Clinton Owens, Dr. Walter Nelson, Mrs. Anita Barber, Mr. Floyd Johnson and Dr. Richard Causey.

Mrs. Barber welcomed those present and brought them up-to-date on activities of the Career Education Advisory Council and the council's future plans.

Mrs. Barber then introduced Dr. Walter Nelson who explained how the random sampling for the needs assessment in career education will be made. He showed how the needs assessment would cover students, educators and parents in all but six counties of the State. Dr. Nelson went into detail about how the school and systems were picked for the sample. He explained that the parents of the students tested would also be surveyed. Also the teachers from the same systems will be sampled. Later in the year needs assessment from industry and business would be administered.

After Dr. Nelson completed his explanation, questions were raised as to how workshops could be held to distribute the assessment instruments without influencing answers on the questionnaires. After much discussion no decision was made. Mr. Charles Hayes offered the list of textbook supervisors as the persons to be responsible for distribution of the needs assessment instruments. It was decided that local Superintendents should be asked to appoint or assist in appointing the person who will be responsible for distribution of the instruments.

Dr. Causey asked the question, "What will we know when we get these instruments back into the office?". Mrs. Barber answered by saying that after the instrument is scored by the State Department of Education we will be able to take the results and develop the objectives for the State plan accordint to needs for career education on the local level. Dr. Berryman stated that we will be able to determine the "Where as" and "What is" of Career Education.

Mrs. Barber closed the meeting by informing the group of the EBCE funding which Conecuh County had received and discussed briefly how this type project will operate. Also she gave a progress report on the Houston Conference on Career Education.

The meeting adjourned at 10:00 am.

STATE ADVISORY COUNCIL
MINUTES OF NEEDS ASSESSMENT TASK FORCE

State Office Building-Montgomery, Alabama
September 22, 1976

The State Advisory Council Task Force for developing the needs assessment instruments for Career Education grades K-12 and educators met in the conference room, sixth floor, of the Division of Instruction on Wednesday September 22, 1976 from 10:00 am until 2:30 pm. Those present were: Dr. Walter Nelson, State Department of Education; Dr. Clinton Owens, State Department of Education; Mrs. Anita Barber, State Department of Education; Mrs. Doris Paslay, Jacksonville High School; Mrs. Brooxie Barnes, Gadsden City Board of Education; Dr. W.C. Hannah, Lauderdale County Board of Education; Mrs. Janet Peoples, Phenix City Board of Education; Mr. J.B. Weir, Pickens County Board of Education; Dr. Edwin Kurth, Auburn University; and Mrs. Glenys Mason, Mobile County Board of Education.

Dr. Owens, Assistant Director of Instruction, explained the organizational structure changes of the State Department which have been made, moving Career Education from Pupil Personnel Services to directly under the Assistant Director.

Mrs. Barber then introduced Dr. Walter Nelson, who explained in detail the needs assessment random sampling techniques which had been developed and explained how it should give a good overview of the needs of all students and educators in grades Kindergarten through twelve. Some samples of assessment instruments developed by different school systems were distributed to the group for study.

Mrs. Barber appointed different sub-groups to review the instruments for various grade levels and asked them to meet together for one hour and thirty minutes, then make a report to the task force as to the adaptibility of these instruments for Alabama. Mrs. Mason and Mrs. Peoples reviewed the instruments for the grades 1-6, Mrs. Paslay and Mrs. Barnes for secondary grades, Dr. Hannah, Mr. Weir and Dr. Kurth for the administrative level. After all the groups had reported it was decided that the instruments developed by Olympus Publishing Company would need less revision than any other for grades K-12. It was decided

that copies of these would be secured by Mrs. Barber for further examination at the next meeting. The administrators survey instrument would definitely need some revision.

Dr. Hannah was elected as chairman of this task force and will make a report to the entire council at the meeting October 6, in Birmingham. He suggested that the task force may need to meet on October 5, at 6:00 pm in Birmingham to make final decisions before presenting their information to the advisory council.

The meeting was adjourned.

AGENDA

ALABAMA DEPARTMENT OF EDUCATION
Career Education Advisory Council
UAB Conference Center - Adjacent to Passport Inn
Birmingham, Alabama

October 6, 1976

8:00 - 8:40	Welcome and Orientation Dr. Edwin Kurth
8:40 - 8:50	The Future: Career Education Dr. Wayne Teague
8:50 - 9:00	Review of State Plan Activities (1975-1976) Anita Barber
9:00 - 9:10	Preview of State Plan Activities (1976-1977) Dr. Bill Cook
9:10 - 9:45	Report of Needs Assessment Task Force Dr. W. C. Hannah
9:45 - 10:00	Coffee Break
10:00 - 10:40	Sampling Procedures for Needs Assessment Dr. Walter Nelson
10:40 - 11:30	Open Forum - Identification and discussion of problems and opportunities
11:30 - 1:15	Lunch (Friendship House)
1:15 - 1:30	Task Forces Orientation Dr. Bill Cook
1:30 - 3:30	Task Force meetings A. Needs Assessment Task Force B. Postsecondary Needs Assessment Task Force C. Non-professional Needs Assessment Task Force D. Identification of Resources (Human, Physical, Material) E. Budget Development Task Force F. Public Relations Task Force G. Evaluation Task Force (Executive Committee)
3:30 - 4:30	Development of Objectives and Schedule for State Plan Dr. Bill Cook
4:30 - 5:00	Discussion of National Conference Anita Barber

ALABAMA STATE CAREER EDUCATION ADVISORY COUNCIL
UAB CONFERENCE CENTER BIRMINGHAM, ALABAMA

October 6, 1976

MEMBERS PRESENT

Ms. Glenys T. Mason
Mr. Robert C. Knauer
Ms. Annie R. Hale
Ms. Gwendolyn D. Teal
Ms. Doris Paslay
Dr. William Berryman
Dr. Clinton Owens
Ms. Sue Hester
Ms. Anne Kelley
Ms. Janett Peoples
Mr. O.D. Dodd
Dr. Charles H. Rowe
Mr. Bob Hollis
Mr. Ted Jones
Ms. Brooxie Barnes
Dr. James R. Bishop
Mr. Rance D. Kelly
(substitute for Kay Ivey)
Mr. J. B. Wier
Dr. Clark Williams
Dr. David Sawyer
Dr. Bobby Anderson
Dr. Carlton Smith
Dr. Harold R. Bishop
Dr. William Cook
Dr. Edwin Kurth
Dr. W. C. Hannah
Mr. Everett DeBrow
Ms. Fronia Moore

MEMBERS ABSENT

Senator Sid McDonald
Representative Pete Turnham
Ms. Mary George Waite
Ms. Melba Till Allen
Mr. Rex Thornton
Mr. Lowell Harrison
Mr. Jerome Winston
Mr. Charles P. Hayes
Dr. Ed Truett
Mr. Clifton Nash

STAFF PRESENT

Ms. Anita Barber
Mr. Floyd Johnson

GUESTS

Ms. Ruth F. Drago
Mr. Harold Jackson
Dr. Fain Guthrie

Welcome and Orientation

Dr. William Cook, President called the meeting to order at 8:30 a.m. and explained a change in agenda that he had to leave early in the afternoon and was exchanging places on program with Dr. Kurth, Vice-President for the 3:00 to 4:30 session.

Dr. Cook welcomed the group and introduced a visitor, Mrs. Ruth F. Drago, member Mobile County Board of Education.

He announced that Mr. Rex Thornton would be replacing Mr. Whitfield King on the Council.

During the orientation session, Dr. Cook reemphasized that by June 30, 1977 the Advisory group would have enough data for the State Plan development, therefore, today's session would be devoted to outlining objectives, anticipating results and plan for organizing those results. He read the nine goals from the November 1975 Report of the National Advisory Council for Career Education. He stated that the eight phases would be supported by the first phase, so this council needs to make sure they know 1) where they stand 2) where they want to go and by when, and 3) how do we get there? The nine goals are:

1. State plans;
2. Statewide coordination;
3. Statewide evaluation;
4. Career education review for local and state school board members;
5. In-service development of teachers;
6. In-service development of counselors;
7. Appointment of local coordinators;
8. Preparation of coordinators, and
9. Purchase of instructional materials and supplies for local activities.

Dr. Cook read the Justification of Need for State Plan for Career Education in Alabama from the proposal for a state plan and also the proposed activities for development of the state plan.

Justification of Need for State Plan

Notwithstanding all of the above, the urgent need for a comprehensive State plan for the development and implementation of career education is evident. Fragmented attempts at career education are constantly being started across the state without benefit of resident expertise. Many efforts lacking state coordination extensively duplicate the prior research, materials and knowledge base already in existence in Alabama. Hardly a month passes where someone does not "discover" the vast amount of work already completed at the state level in their attempt to duplicate it at some other location. A State plan, adequately disseminated and faithfully implemented, will tie current and planned

resources to documented needs and will detail on-going procedures for attainment of implementation objectives.

Local education agencies as well as representative factions of business and industry, labor, state agencies, etc., constantly request copies of State Department of Education "plans" for career education in order to better coordinate related activities. Lack of information relative to expected output at the state level and needed input from the local level hampers effective operations in implementing Career Education.

A State Plan for Career Education will "Pull it all together" and make total implementation a realistic expectation and not simply a hope for the future of education. The activities proposed can be enumerated as follows:

1. Identification and documentation of the need for Career Education at various levels and among various populations within the State of Alabama
2. Documentation and application of prior accomplishments and ongoing Career Education efforts to meet the needs identified.
3. Assessment of existing programs, practices and materials in terms of their degree of attainment toward meeting identified needs.
4. Identification, allocation, and justification of needed funding to accomplish the objectives set forth in the planning document.
5. Development of objectives for both long range and short range Career Education planning efforts.
6. Identification of strategies, activities and resources for affecting curriculum change and career counseling and guidance in favor of career education.
7. Involvement of the home and family structure in Career Education.
8. Involvement of business-labor-industry-professional-government community in Career Education.
9. Provision and coordination of training and retraining, both pre and in-service, for personnel to enable them to implement Career Education.
10. The development and inplementation of plans for evaluation of the

effectiveness of Career Education inputs, processes, and outcomes in LEA's and personnel training programs.

11. The development and implementation of plans for disseminating information about career education, career education practices and products, and the results of career education efforts to interested persons within the State.
12. Identification and documentation of the proposed State Plan for Career Education to Career Education activities being carried out and contemplated in post-secondary and adult education settings.

Dr. Cook read the list of task forces which had been appointed and explained the purposes of each. These he said would meet at their own discretion providing they meet the deadlines on the State Department's Gantt chart which Mr. Johnson would explain later. He said that the private and parochial schools would be included with the needs assessment developed by the Postsecondary Task Force. (List of Task Forces is attached).

The Future: Career Education:

Dr. William Berryman, Director of the Division of Instruction, substituted for Dr. Wayne Teague and explained the reorganization of the State Department. He recognized and welcomed as a new member of the Council, Dr. Clinton Owens, Assistant Director of the Division of Instruction. Career Education has now been placed with Dr. Owens as a separate service in the Instructional Division. Mr. Floyd Johnson was recognized and welcomed as a new staff member. He was transferred from Guidance and Testing to Career Education, October 1.

The names of the two new Assistant Superintendents of Education were given: Dr. James Owen, formerly Superintendent of Phenix City Board of Education and Dr. C. C. Baker, formerly of Alabama State University.

Review of State Plan Activities:

Mrs. Anita Barber reported on her trip to Silver Springs, Maryland, August 30-September 1 at which time all State Plan Directors met with Dr. Ken Hoyt and their project director. Alabama is on target with the proposed activities and is progressing rapidly with the needs assessment. A reduction of sex sterotyping is essential in all the needs assessments. Announcement was made of Conecuh County's receiving the only Part D NIE Experienced Based Career Education project

in the state. They have the distinction of being the only rural site in Region IV. The statisticians have completed the patterns for the random sampling and it has been accepted by USOE.

Sampling Procedures for Needs Assessment:

Mr. Floyd Johnson explained the sampling procedures for administering the K-12 grade needs assessment and submitted the attached matrixes which explain the numbers of students, classroom units and school systems which will be reached through the assessment.

He also used a map of the state to pinpoint the geographical location of each system participating and where proposed workshops would be held to distribute the instruments and orient those who would be administering the assessment.

Dr. Clinton Owens remarked that we should take advantage of the workshops already planned for Principals, Counselors, Superintendents and etc. such as APGA, AASA, DSDI, to publicize Career Education and the Needs Assessment.

Dr. Berryman asked for assistance from the Council membership to individually publicize the assessment in their own local communities. Dr. Cook said he thought a letter from the Council to all Superintendents would be helpful in encouraging 100% participation.

Dr. James Bishop said he felt we should urge involvement of all Supervisors of Instruction because they are the ones who have contact with all teachers. The Council unanimously approved the sampling techniques as submitted by Mr. Johnson.

Open Forum:

Dr. W. C. Hannah opened the discussion by making a motion that the State Board of Education adopt a resolution supporting Career Education and the Needs Assessment.

Dr. David Sawyer suggested that the motion be amended to say that the Executive Committee and the Public Relations Task Force write a resolution for the board calling for immediate support of Career Education at all levels K through post-secondary, and immediate dissemination of the resolution to all citizens of the State stating that Career Education become a high priority.

Mrs. Fronia Moore seconded the motion and suggested that the resolution be developed by the Public Relations Task Force and the Executive Committee.

The council was in unanimous agreement that the resolution contain Alabama's Policy statement on Career Education and ask for immediate implementation.

Dr. Fain Guthrie, Dean of School of Education at University of Alabama in Birmingham was introduced as a guest and asked to make a few remarks about career education in the university setting. He stated that he hoped a copy of the resolution would be sent to all Boards of Institutions of Higher Education. He stated further that college and university professors need to make some change and become more highly occupational oriented.

Mr. Harold Jackson, educational reporter for the Birmingham News was welcomed as a guest. Mr. Jackson was most interested in learning more about council operations in order to write a news story. Dr. Cook thanked Mr. Jackson and the News for their interest in helping to promote career education.

Mrs. Ruth Drago, member of Mobile County's Board of Education was welcomed as a visitor for this session and then voted in as a new member. Mrs. Drago and Mr. Robert Knauer, council member from Mobile, shared ways in which business/industry and labor had become involved in career education in Mobile. They stated that Mobile's problem was not unemployment but unemployable.

Dr. Cook recognized and welcomed Mr. Rance Kelly, Secretary of Alabama Young Bankers from Huntsville, who was substituting for council member Mrs. Kay Ivey.

The meeting recessed until 1:30 for lunch which was served at the University of Alabama in Birmingham Faculty Club, The Friendship House.

Task Force Orientation:

Dr. Cook called the meeting back to order. He stated that as the Task Forces meet they will outline their years activities by: 1. Looking at where we are now. 2) Looking at where we want to be by June 30, 1977 and; 3) How do we want to get there? He said each group would develop a Gantt chart for their activities and submit them to Mrs. Anita Barber for inclusion in the record.

Task Force Meetings:

Each group met from 1:30 p.m. til 3:30 p.m.

Development of Objectives and Schedule of Plan

Dr. Edwin Kurth presided over this portion of the meeting. Each group gave a report on their individual meeting.

Public Relations Task Force:

By November 1, the Public Relations staff of the State will release a statewide news release - In this release give the broad general definition of what career education should be - that there is an emphasis on career education from the state level - Tell of the needs assessment that will be made in January, in schools that have been randomly selected. Emphasize that all schools selected please cooperate.

Notify (state office) systems by November 15 of their selection and give dates of the regional workshops. Also at this time we suggest the local newspaper be notified of the schools selected.

By November 1, TV and radio spots will be written. Approval and taped and sent out over the state.

In Houston this committee will meet and discuss. 1. Handouts at regional meeting. 2. The possibility of a Public Relations booth at these regional meetings.

January, ask that a week for career education be proclaimed by the Governor state wide to coincide with the time of the needs assessment.

Resource Identification Task Force:

This Task Force divided themselves into three groups for more indepth research of resources.

Human Resources Committee
1. Mr. Robert Knauer, Chairman
2. Mr. DeWitt Dodd
3. Mrs. Sue Hester

Material Committee
1. Mr. Everett DeBrow, Chairman
2. Mr. Charles Rowe
3. Mr. Charles Hayes

Finance Committee
1. Dr. David Sawyer, Chairman
2. Mr. Ted Jones
3. Mr. Bob Hollis

K-12 Needs Assessment Task Force:

October 7, Get Georgia Elementary Assessment Instrument

October 18 - Examined Instruments - report to SDE

October 29 - Meet in Montgomery to develop Retrival Information

November 1 - Have developed instruments and answer sheets - grades 1-12

November - Getting instruments and answer sheets reproduced

January - Regional workshops

February 15, Assessments completed and mailed back to SDE

March 15 - Material analyzed

April - Material collected

Non-Educational Task Force:

October 19 - Formulate plan to plan (establish goals) (what is needed? What should career education be?

November 30 - have instrument developed

December 30 - Developed distribution and collection system for data

January 30 - have developed a design for data analysis.

February - should have completed needs assessment.

I D E N T I F I C A T I O N
O F
RESOURCES TASK FORCE
CAREER EDUCATION ADVISORY COUNCIL
1976-77

October 1976	November 1976	December 1976
Document Resources a. Materials - - -

Budget Development Task Force:	By June 30 analyze the State Plan which will come from the Needs Assessment. Analyze the financial part/needs of each Task Force. By December, 1977 have developed financial recommendations for the phase in of Career Education for the next five years.

The meeting was adjourned at 3:00 p.m.

CAREER EDUCATION ADVISORY COUNCIL TASK FORCES

NEEDS ASSESSMENT TASK FORCE
- Dr. W.C. Hannah, Chairman
- Mrs. Doris Paslay
- Mrs. Brooxie Barnes
- Mrs. Glenys Mason
- Mrs. Annie Hale
- Mrs. Janet Peoples

NON-EDUCATIONAL NEEDS ASSESSMENT TASK FORCE
- Mr. Tom Eden, Chairman
- Mr. Rex Thornton
- Mr. Connie Entreken
- Mr. Jerome Winston
- Mrs. Kay Ivey
- Mrs. Harriet Terry

PUBLIC RELATIONS TASK FORCE
- Mr. James Britton, Chairman
- Mr. Tom Ventress
- Mr. Lowell Harrellson
- Senator Sid McDonald
- Mrs. Gwen Teal
- Dr. Carlton Smith
- Dr. Joe Coupland
- Mrs. Ann Kelly
- Mrs. Ruth Drago

POSTSECONDARY NEEDS ASSESSMENT TASK FORCE
- Dr. Harold Bishop, Chairman
- Dr. C. C. Baker
- Dr. Erskine Murray
- Dr. Jim Bishop
- Dr. Bobby Anderson
- Mrs. Mary George Waite

IDENTIFICATION OF RESOURCES TASK FORCE
- Dr. David Sawyer, Chairman
- Mr. Charles Hayes
- Mrs. Sue Hester
- Mr. Robert Knauer
- Mr. O.D. Dodd
- Mr. Ted Jones
- Mr. Everett DeBrow
- Mr. Charles Rowe
- Mr. Bob Hollis

BUDGET DEVELOPMENT TASK FORCE
- Mr. Mureal Crump, Chairman
- Mrs. Melba Till Allen
- Senator Pete Turnham
- Dr. Clark Williams
- Mrs. Fronia Moore
- Dr. Byron Nelson

The staff of the Division of Instruction, Division of Departmental Services and Career Education are to serve on the various Task Forces as consultants and/or advisors.

Dr. William Cook and Dr. Edwin Kurth will serve as Ex-Officio members of all Task Forces.

The Executive Committee will be made up of the Chairman of each of these Task Forces.

EXECUTIVE COMMITTEE MEETING

Alabama Advisory Council for Career Education
Montgomery, Alabama--October 29, 1976
First Alabama Bank Building--10:00 p.m.

MEMBERS PRESENT

Dr. David Sawyer
Mr. Floyd Johnson
Mr. Muriel Crump
Dr. Harold Bishop
Dr. Edwin Kurth
Dr. W. C. Hannah
Dr. William Cook
Ms. Anita Barber
Dr. Clinton Owens

Report of Various Task Forces:

Budget

It is necessary to prepare a projected budget for the coming year to be presented to the legislature by January 1. This budget must be justified with documents.

Dr. Cook suggested that the head of each task force prepared a budget of what they will need and activities they propose for the ensuing year.. These figures should be sent to the Career Education Office by December 1.

Mrs. Barber said that budgets should include such things as printing newsletters, brochures, etc. These things should be taken into consideration in planning the budget.

Dr. Sawyer asked if there would be two budgets, one for the advisory council's expenses and one for the state office. Dr. Cook explained that the advisory council budget would be one part of the total budget.

Resource Task Force:

Dr. Sawyer reported that his task force had subdivided into three committees. Each chairman is

working to document the potential availability of various resources (human, material, financial).

Dr. Cook suggested that a resource guide be developed listing ways in which people may obtain this material.

Dr. Cook asked Dr. Sawyer to contact the Association of Executives and ask permission to be on the program and explain what Career Education is and what we hope to accomplish.

Needs Assessment Task Force:

Dr. Hannah reported that the committee had run into some problems in obtaining copies of needs assessment instruments from other states. Floyd Johnson has developed and distributed a questionnaire for input into the Needs Assessment Instrument from local school teachers.

Postsecondary Needs Assessment Task Force:

This committee hopes to have their instrument ready at the same time the K-12 needs assessment task force is ready. They want to include postsecondary with the K-12 and assess all student needs with one instrument. They also want to be included in the regional workshops. Mr. Johnson suggested that the postsecondary group be included in the assessment of teachers and administrators. It was pointed out that the postsecondary people are still students and should be tested as such.

Public Relations Task Force:

Dr. Cook announced that the public relations task force would meet from 1:00 until 4:00 p.m. today.

A resolution from the Public Relations committee was read and voted on by the executive committee. Each member of the committee was in favor of the resolution with minor revisions. It was decided that the Executive Committee should amend this resolution. The resolution is attached. Dr. William Cook will ask permission to present this resolution to the State Board of Education at its next meeting.

The meeting was adjourned after lunch was served by the president of the First Alabama Bank.

PUBLIC RELATIONS TASK FORCE MEETING

Alabama Advisory Council for Career Education
Montgomery, Alabama--October 29, 1976
First Alabama Bank Building--1:00 p.m.

MEMBERS PRESENT

Carlton Smith
Joe Coupland
Anita Barber
Ann Kelley
Clinton Owens
Gwen Teel

Mrs. Teel presented material for a radio spot to members of the committee for approval. The question was asked if the Public Relations Task Force would do the actual work or would they only make suggestions. Dr. Owens offered the use of the clerical staff of the Division of Instruction for any typing that might need to be done. He said that the State Department had more facilities for making the tapes necessary for radio spots and that we would be glad to help.

It was suggested that a newsletter and brochure be printed and disseminated. Dr. Owens said that this would have to be approved by the State Board before it could be disseminated. Mrs. Kelley suggested that in the newsletter a different system be spotlighted to point out their outstanding career education activities. It is hoped that this will encourage other systems to develop and share career education ideas.

For input into a newsletter each of the chairmen of the other task forces will be asked to make periodical reports to the Public Relations Task Force

It was also suggested that a State Career Day be

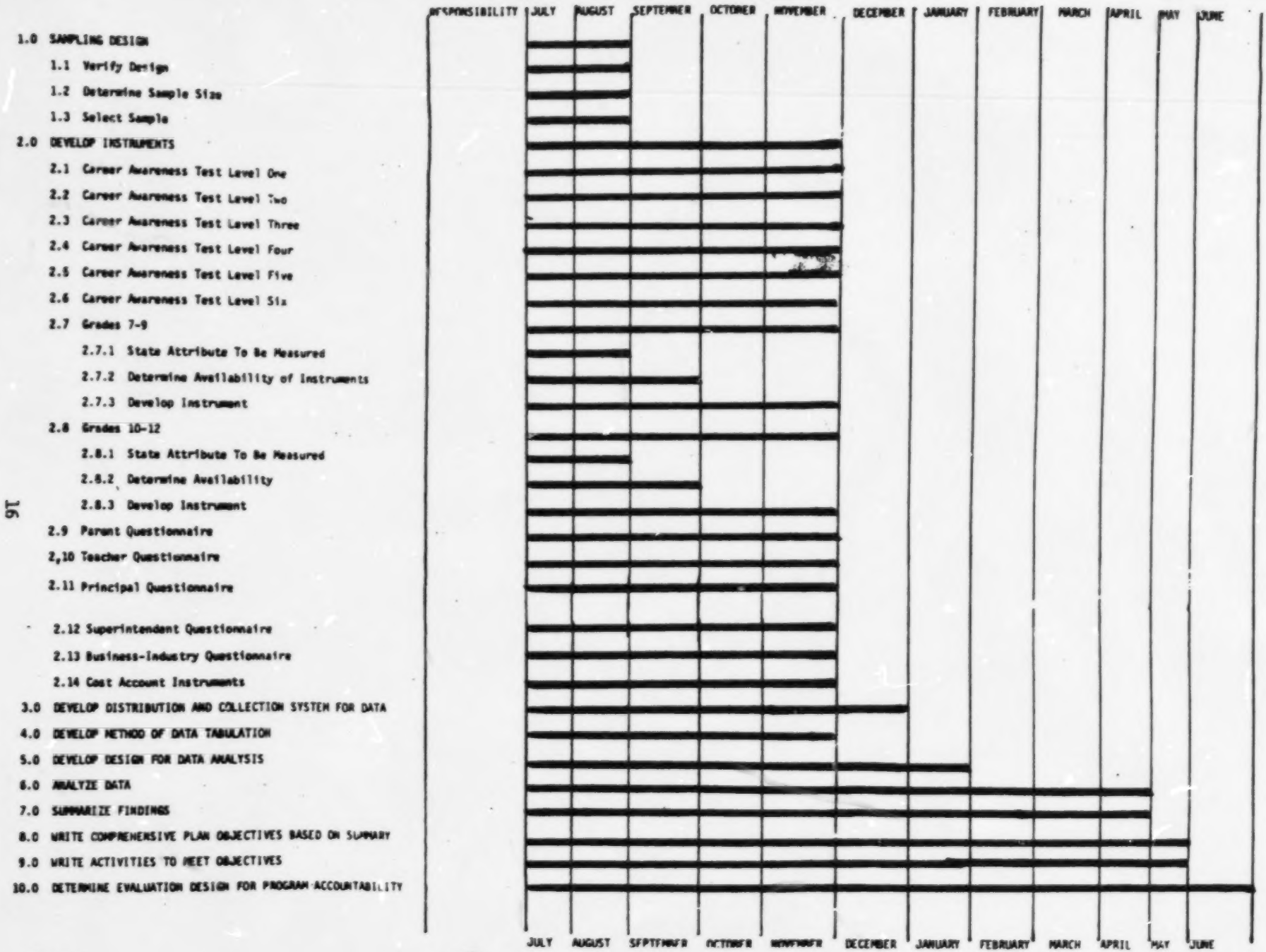
set up to coincide with the needs assessment survey dates.

Since our supply of handbooks is growing smaller, Mrs. Barber suggested that this committee begin thinking of ways to make revisions. Dr. Coupland suggested that instead of so much general information there should be more "What?", "Why?", and "WHO" included in the handbook.

Mrs. Teel was elected co-chairman of this committee since Mr. Britton's busy schedule will not permit him to meet with the committee as often as is necessary.

The meeting adjourned at 4:00 p.m. to meet again in Houston, Texas at the National Conference.

ALABAMA STATE DEPARTMENT OF EDUCATION



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State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

December 27, 1976

M E M O R A N D U M

TO: Dr. W. C. Hannah
Mrs. Doris Paslay
Mrs. Brooksie Barnes
Mrs. Glenys Mason
Mrs. Annie Hale
Mrs. Janet Peoples
Mr. O. D. Dodd
Mr. J. B. Wier
Ms. Sue Hester

FROM: Floyd R. Johnson, Jr. FRJ

RE: Needs Assessment Task Force Meeting

Dr. W. C. Hannah, Chairman of Needs Assessment Task Force on Career Education, has called a meeting of committee members for January 5, 1977, in Montgomery, Alabama. The meeting is scheduled from 10:00 A.M. to 3:00 P.M. and will be held in the Career Education office of the State Office Building, Room 607.

The State Department staff members in Career Education certainly hope you will respond to this request based on the important topic of writing the State Plan for Career Education. We need your advice and consultation.

The State Department of Education will provide mileage and per diem at state rate for those attending. If more information is desired, contact me at 832-5200.

FRJjr/mgl

cc: Dr. William C. Berryman
Dr. Clinton R. Owens
Mrs. Anita Barber
Mr. Osbie J. Linville
Mr. Charles A. Nunn
Mr. C. C. Davis
Dr. Richard LoDestro
Mr. William W. Carpenter
Mr. Clifford Smith
Mr. Ruben H. Porch
Dr. R. M. Courington

THE UNIVERSITY OF ALABAMA
UNIVERSITY, ALABAMA 35486

OFFICE OF THE
PRESIDENT

November 1, 1976

MEMORANDUM

TO: Members of Postsecondary Needs Assessment Task Force

FROM: Harold L. Bishop, Chairman

A meeting of the Postsecondary Needs Assessment Task Force will be conducted on November 17 and 18, 1976 beginning at 10:00 a.m. The meeting will be held on the University of Alabama campus, Rose Administration Building, Room 254, Academic Affairs Conference Room.

Your presence at this meeting is very important as we will have Dr. Leeman Joslin, Dr. Robert Day and Dr. James McLean present to advise us concerning their experiences with needs assessment in the career education area.

I have made motel reservations for each of you at the Ramada Inn South with confirmations being sent directly to you. If you do not wish to have the reservation, please cancel them directly. I shall look forward to seeing you on November 17 and 18, 1976.

H.L.B.

HLB

HLB/cj

cc: Dr. William Cook
Mrs. Anita Barber
Mr. Floyd Johnson

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

March 14, 1977

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Wayne Teague Wayne Teague
State Superintendent of Education

REFERENCE: Career Education Needs Assessment

The Alabama State Department of Education has received a federal grant to develop a state plan for Career Education. I have appointed a Career Education State Advisory Council to assist and advise in the development of this document. The Council consists of representatives from business, industry, labor, education, and parents. Dr. William Cook, Executive Vice President of Hudson-Thompson Company, has been selected by the Council to serve as chairperson.

The proposal to develop the Alabama State Plan for Career Education calls for a needs assessment of students in grades K through 12, administrators, teachers, counselors, and parents. These instruments have been developed by the Advisory Council and are now ready to be administered. We are attempting to measure each grade level with a 10 percent sampling of the public schools in Alabama. Your school system has been selected to be included in this sampling to assist with these needs assessments.

We are having a series of mini-drive-in conferences to provide information about the needs assessment and suggestions for the administration of the instruments. At these conferences the selected school(s) and grade(s) in each system will be identified. Please designate a person from your school system as a liaison and have that person in attendance at the most convenient conference. A schedule of these conferences with date, place, and time is enclosed. We look forward to your participation in the development of this plan.

WT/jfb

Enclosure

CAREER EDUCATION MINI DRIVE-IN CONFERENCES

	Time	Date	Location
1.	9:00 to 10:30	March 24, 1977	Muscle Shoals Board of Education
2.	9:00 to 10:30	March 24, 1977	Tuscaloosa Board of Education Conference Room
3.	1:00 to 2:30	March 25, 1977	Birmingham Board of Education Room 407
4.	1:00 to 2:30	March 28, 1977	Huntsville Vocational School 2800 Drake Avenue SW
5.	1:00 to 2:30	March 29, 1977	Gadsden State Jr. College Counselors Office Student Center Building
6.	1:00 to 2:30	April 5, 1977	Faulkner Jr. College Classroom C-100
7.	1:00 to 2:30	April 6, 1977	Enterprise Jr. College Administrative Bldg-Rm. A123
8.	1:00 to 2:30	April 7, 1977	Montgomery Board of Education Little Auditorium

CAREER EDUCATION & LARGE BUSINESS

William J. Cook, Jr., Ph.D.
Vice President
Hudson-Thompson, Inc.
Montgomery, Alabama 36105

President, Advisory Council on Career Education
Alabama State Department of Education

It would be difficult for me to express adequately my appreciation for the invitation to participate in this program, and to share with you the thoughts of such distinguished colleagues as Messrs. Trebesch and Grabhorn. But, more than the invitation, I am sincerely grateful for the conference and for the new emphasis it places on "Career Education." I believe most strongly in that concept - properly understood and applied - and, as President of the Advisory Council for Career Education in Alabama, I have dedicated myself to doing all I can to see that Career Education is properly understood and applied.

No one asked me for a testimony on behalf of Career Education, but I believe that it may well be the salvation of the education process in this country - and our turning to it is timely indeed. For many years now, perhaps even for decades, there has been an ever widening gap between the classroom and life. Not only do students graduate unprepared for life-careers, they graduate undecided upon life-careers.

Much has been said recently about the continuing erosion of scores made by students on standarized tests, about their inability

to read, about their verbal semi-literacy, and diminished powers of reasoning. Technical competence itself is generally accepted by educational institutions as something which will be taught by the employer in on-the-job training after graduation. To state it candidly, some observers feel that educational institutions seem either to be failing at what they are doing, do not know what they are doing, or have altogether relinquished responsibility for doing anything at all. Business accuses education of being inadequate or or irrelevant; education condemns business because it does not follow the textbook.

So, the gap widens - and students, schools, business and society in general suffer irrevocable damage; mostly the student. I suspect that much of the student unrest of the sixties was a result of the frustration of students caught somewhere in the middle between book and life, classroom and office, laboratory and factory. Even now, we train them to disappoint them - but we do not train them for disappointment (like the recent college graduate in data processing who discovered his training was a generation out-of-date, or the young woman with a Ph.D. in literature from Yale who now works as a sales clerk in a department store and writes copy for a porno magazine.) I understand injustice at this level more than any other. I do not mean that educational forces and business have not attempted to reconcile the difficulty.

For many years, secondary schools have attempted to provide a more practical, relevant approach to education and later careers. Diversified Occupation courses (now Distributive Education), FFA, FHA, and a host of vocational programs are sometimes a clumsy attempt

to deal with the problem. The major problem with this approach was that it often fell victim to social snobbery within the school. Those programs became tagged as suited for those poor souls who weren't going to college. Sadly enough, the snobs didn't know why they were going to college in the first place. Actually, they were, in many cases, merely postponing a decision to enter life. According to college attrition records, they would have better dealt with that reality earlier. Some of them learned even before the schools that education should not be designed to prepare one for more education, but for life. I am convinced that the basic philosophy of D.E. and all the others is correct; it merely needs acceptance in all disciplines, not in the isolation of consolation.

It would be impossible here to elaborate on the many other positive moves by education; the important thing is that the dominant trend in educational philosophy recently has tended toward the practical and relevant. But have not these good intentions been thwarted at times by our expecting our schools to accomplish as primary missions what rightly are but peripheral to their basic original functions. They have been charged with the responsibilities of the home, the church, the courts, the banks, and God knows what else. I maintain that until the schools are allowed to return to their primary original function, that of education, there will continue to be an annual crop of sorrowful, uninspired, unprepared, frustrated seekers.

So also has business and industry attempted to deal with the problem. We have not been selfish with our financial support, but

perhaps we have too often unintentionally denied educational institutions our time and understanding. It is easy for us to provide a scholarship, build a library, or hire a student interne; but what about the time-consuming process of developing and testing a curriculum, of reading to approve textbooks while respecting academic freedom, and of all the other demanding chores required for a thorough practical education for each individual student. In many instances, rather than attempting to influence existing educational systems, business - frequently as a last resort - has established its own educational programs. In fact, some of these programs now rival the most sophisticated educational institutions.

I believe that today education is asking for help, and the accountability they speak of is not financial. Those who have been quick to identify the problems must now be as quick in assisting to resolve them.

John Milton, in his essay "On Education" written in 1644, formulated as well as anyone ever has a philosophy of education:

> I call, therefore, a complete and generous education that which fits (a person) to perform justly, skillfully, and magnanimously, all the offices, both private and public, of peace and war.

What else can we say? That is in simple terms "Career Education." And that, as a businessman, is what I expect from our schools and am willing to help them provide.

The first thing that impresses us about Milton's definition of education is its scope: "All the offices, both private and public, of peace and war." Career Education, therefore, is not merely a

segment of education or another program. It is, rather, a comprehensive way of looking at the nature and purpose of the educational process. It encompasses the total man and woman; it embraces all of life; it is performance-oriented which indicates that it is aimed at goals which can be achieved with some certainty and finality. It is not education for education - but for Life.

Having thus discovered its scope and purpose, the standards by which it is to be judged now becomes the salient factor. And these standards are applied directly to the product of education, for that is the only manner in which the process can be judged.

First, he requires justice - broadly speaking an ethical code or a morality - a sense of values - applied to both life and career. Milton, perhaps, lived in simpler times when learning, by-and-large, was still controlled by the church and not only morality but also doctrine a part of the curriculum. How different today when, in our attempt to guard scholarly freedoms and to remain objective, our schools have forsworn any responsibility for instilling values. It is indeed a sad day when the President of Johns Hopkins University (the first real university in this country) publicly abdicates any responsibility for teaching values of any kind. It is sadly ironic to find institutions whose reason for being is the pursuit of truth, denying the inherent values contained within that truth. But, is it not true that any knowledge of science, literature, society, or the individual carries within it an awareness of order, permanence and reasonableness - or their opposites - all characteristics of human values. To overlook that is to transform education into merely

expedient information without either substance or purpose. I expect justice to be taught by "Career Education."

Second, he speaks of skill. I do not think he means the robot precision of an assembly line worker who sacrifices his creativity, perhaps even his personality, to a monotonous habit. Rather, he is referring to that kind of skill which transcends mere mechanical aptitude or persistance; it is a skill which springs from within a person, a skill which is easily translated into work beyond the worker. The worker actually translates himself into the work. Consider the fine furniture craftsmen of the Nineteenth Century, for example. But ours is a society and ours an education which depersonalizes and thus stifles individual pride in accomplishment. Furthermore, the emphasis tends to be upon group activity, and anonymity breeds the loss of individual awareness. Creative energy and individual assertion become threats to a system rather than welcomed spurs to progress. I expect Career Education to recognize the inherent value of each person and to emphasize the essentiality of his individual contribution to the rest of us.

Finally, Milton uses the word "magnanimously." That means simply "generous," "high-minded," and "noble" - motivated by high ideals, committed to the pursuit of excellence. Not long ago, Vice Admiral Rickover was asked to testify before a congressional committee investigating a defense matter. At the end of the formal session he was asked, off the record, his opinion as to the greatest malaise affecting our country. His reply was eloquent but sad. "Mediocrity" was his answer - our willingness to accept second best - being

satisfied with selfish comforts - having no purpose beyond ourselves. When I view the watered-down curricula of some of our schools, the gradeless farce in which no one fails, teaching experiments designed to hide winners and protect losers, then I come fully to understand why we have deliberately taught ourselves how to salve our lethargy and inability with an appeal to the egalitarianism of mediocrity. Surely a noble failure is still eminently better than a mediocre success, and I expect Career Education to teach that.

And to the degree that Career Education teaches ethics, personalization and excellence will it find relevance and practicality in information and experience; and to the degree that it finds relevance and practicality will it succeed in preparing our students for all of life.

William J. Cook, Jr.

March 23, 1977

M E M O R A N D U M

TO: Career Education Advisory Council

FROM: William J. Cook, Jr. WJC/jfb

A meeting of the Advisory Council has been called for 2:00 p.m. until 3:45 p.m. March 30, 1977, in the Director's Room of the Governor's House Motel, Montgomery, Alabama.

Dr. David Jesser, Director of Career Education, National Council of Chief State School Officers, Washington, D.C. will speak to the Council at this meeting. We strongly urge every member to be present.

As you know, the Council is sponsoring the State Career Education Conference at the Governor's House Motel, March 30-31, 1977. Please help publicize the conference and generate as much participation as you can from business, industry, government, parents, civic leaders, and educators. Pre-registration will be open until 5:00 p.m., Tuesday, March 29, 1977. Call the State Career Education Office, 832-5200, Anita Barber or Floyd Johnson and give the names of all attending so banquet arrangements can be made.

The state office should be notified of exhibits before 5:00 p.m. Tuesday, March 29, 1977.

MEMORANDUM TO EXECUTIVE COMMITTEE ONLY:

The Executive Committee will meet immediately upon adjournment of the conference Thursday, March 31, 1977 in the Director's Room of the Governor's House Motel.

WJC/jfb

AGENDA FOR EXECUTIVE COMMITTEE MEETING

May 10, 1977 -- 10:00 am.
Room 607-State Office Building

Rap Session to summarize conference

Reports and Summary of years' activities:

A. K-12 Needs Assessment Task Force-Dr. W. C. Hannah

B. Postsecondary Needs Assessment Task Force - Dr. Harold Bishop

C. Public Relations Task Force - Mrs. Gwen Teel

D. Resource Identification Task Force - Dr. David Sawyer

E. Budget Task Force - Mr. Mureal Crump

Review of Federal Funding

New Business:

Public Hearings - Community Research Task Force

Constitution and By-Laws Task Force

Postsecondary and Continuing Education Meeting

Election of Officers for 1977-78

CAREER EDUCATION EXECUTIVE COMMITTEE MEETING
May 10, 1977

STATE OFFICE BUILDING -- MONTGOMERY, ALABAMA

MEMBERS PRESENT

Dr. Harold Bishop
Mrs. Gwen Teel
Mrs. Anita Barber
Mr. Floyd Johnson
Dr. W. C. Hannah
Dr. David Sawyer
Dr. E. L. Kurth
Dr. William Cook

The meeting was called to order by Dr. Kurth in Dr. Cook's absence. He called for a report of each task force committee by the chairmen.

K-12 NEEDS ASSESSMENT TASK FORCE

Dr. Hannah reported that the needs assessment instrument had been completed and that the survey had been taken. All instruments are not as yet back and the final tally has not been made. He called upon Floyd Johnson to complete the report on the status of the tabulation; Floyd stated that they should be complete in two or three weeks.

POSTSECONDARY NEEDS ASSESSMENT TASK FORCE

Dr. Harold Bishop reported that the instrument was complete and had been turned into the state office. It has not, however, been critiqued by the state staff and, therefore, has not been given to the students. It is the hope of the state staff that they can administer this survey during the fall term.

Dr. Kurth asked if the postsecondary instrument would include Junior Colleges and Technical schools. Dr. Bishop said that the Junior Colleges had not received as much attention as the Technical schools but that they were both included on the instrument.

The funds for administering this post-secondary survey have been included in the budget for the coming year.

PUBLIC RELATIONS TASK FORCE

Mrs. Gwen Teel reported on this committee and showed drafts of the brochure which have been developed as well as commented on the radio spots which have been made. She reported on the two conferences and said the publicity for these had been good. A slide presentation on the Houston conference and the state conference was shown to the committee.

Mrs. Teel asked the question "What preparation is being made for teacher training requirements?" Dr. Kurth commented that Auburn was offering a career education course in its vocational education school and that this course was full each term. Dr. Sawyer said that at the University of Alabama, Career Education was coded under a different area than Vocational Education. He also stated that this is not necessarily the best way for preparing a teacher. He thinks that career education should be required, rather than be an elective. Dr. Sawyer also said that the only way in which to be sure that all teachers graduating prepared to infuse career education would be to make it a certification requirement. At present the new certification standards are being revised. It was suggested that a list of recommendations be written and presented to the State Board at its June 21 meeting asking them to consider these recommendations for inclusion of career education in the new certification standard It was voted on and passed unimously that Dr. Sawyer write the recommendations and that they be dissiminated among the committee for possible additions and then submitted to the State Department and Dr. Teague asking that the recommendations be presented to the State Board.

RESOURCE IDENTIFICATION TASK FORCE

Dr. Sawyer said that they had gathered all the data for this publication. He just wanted to know what format he should have it printed in. Mrs. Barber suggested that he set it either by cluster or subject.

BUDGET TASK FORCE

Mr. Crump made a report of the funds received at the State conference March 29,30,31, 1977 and said that the balance which was left is to be put into an account to be used later. Dr. Cook raised questions about the budget for the coming year and asked Mrs. Barber to explain. Mrs. Barber explained that the budget for next year would be more than the budget for the past year. The sum of $100,000 for Career Education has been included as a line item in the total state education budget. Also funding is possible for an additional $50,000 from USOE.

NEW BUSINESS

It was suggested that public hearings be set up to touch base with the general public in order to get input for the state plan.

The council voted to accept this recommendation and plans are to be made by the state staff for the public hearings.

Dr. Cook discussed the appointment of a constitution and by-laws task force. It was suggested that since Mr. Tom Eden was familiar with writing this type document that he be contacted to serve on this committee and that Dr. Harold Bishop work with him in developing a constitution for the Advisory Council.

A motion was made by Mr. Crump that since the Advisory Council was a new adventure and since Dr. Cook had done such a good job as President during this year, that he remain in office for another year and that Dr. Kurth remain on as Vice-President. The council voted and made a unanimous decision to accept this motion.

Dr. Cook asked that a Community Research Task Force be appointed just for the purpose of assisting with the State team and in taking part in the Public Hearings. This was agreeable with the committee. It was agreed upon that the state staff recommend members for a Community Research Task Force and have Dr. Teague appoint them as consultants to the Council for these purposes.

APPENDIx B

DISSEMINATION ACTIVITIES

WINSTON HONORED AT AU — Jerome Winston (left), a retired Birmingham industrialist who devotes his energies to industrial education activities, was awarded the Phi Delta Kappa Citizen Award at Auburn University this week. Making the presentation was Dr. Robert E. Rowsey, president of the education honorary and assistant professor of secondary education at AU.
(AU Photo)

Citizen Award given to industrialist Wilson

Jerome Winston, a retired industrialist who has been a prime mover in the establishment and expansion of industrial arts education programs in the Birmingham-Jefferson area, was awarded the Phi Delta Kappa Citizen Award at Auburn University this week.

The award, presented by the education honorary's president, Dr. Robert E. Rowsey, cites Winston for his influence in securing funding for a variety of industrial activities. The programs have provided educational opportunities for the various construction trades in the evening and used further during the day by secondary education groups.

Wnston, a Birmingham native, retired from U.S. Steel Corp. in 1972 as a department superintendent, ending a 41-year career with the company which he says started "on the business end of a shovel at 28 cents per hour."

He holds the BS from Birmingham Southern College where he later studied chemistry and metallurgy. Further studies in industrial engineering were at the University of Alabama in Birmingham.

Since 1973, Winston has served as director for the Construction Advancement Program of Alabama, sponsored by the Alabama branch of Associated General Contractors of America.

Winston is a past national vice president of both the Society for Advancement of Management and the Air Force Reserve Association.

He is presently chairman of the education committee of the Birmingham Area Chamber of Commerce and a member of the Superintendent's Business Advisory Council of Alabama and of the State Career Education Advisory Council.

Ent Herald 10-9-76

Career training: A misunderstood success

By Harold Jackson

Staff Writer

A strange fact in Alabama is that career education, recognized nationally as one of the state's most successful education curriculums, must also be listed as the most misunderstood among Alabama students, teachers and parents.

"Our biggest problem is that people have a view of career education as being synonymous to vocational education," explained Mrs. Anita Barber, state coordinator of career education under the State Department of Education. She said career education does deal with the preparation of skills but also much more.

What then is career education? The state education department, in a pamphlet on the subject, defines career education as "a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominantly technical specialized society."

In simpler terms, what career education attempts to do is take a child in grade one or earlier and from that point make him aware of the different jobs in society and what skills and educational credentials are needed to be successful at them. The child, as he grows older, can determine what job he wants to make a career in, and take the appropriate courses while receiving the proper guidance as well.

According to Mrs. Barber, one can see how such a course touches base not with students who wish to go into vocational fields and also those who want to practice medicine or enter law. She said parents and teachers, particularly on the college level, shy away from career education thinking it only involves vocational courses.

Despite misconceptions, career education has enjoyed success in this state. In fact due to the amount of success, the U.S. Office of Education (USOE) designated this state along with Washington as demonstration sites for national review as to how career education should progress.

More than 25 major education policy makers from the nation's capital toured the University of Alabama, Jefferson State Junior College and the Mobile and Sylacauga public school systems in April for that purpose.

Noting the significance of this honor for a state which often finds itself at the bottom in education matters nationally, the state legislature during its last session appropriated funds to career education for the first time since its beginning in 1972, about $50,000.

But the initial success of career education has not spoiled those who work in that area. State educators note that one reason the state has done so well in comparison nationally is that very few states have done anything in career education. It is pointed out that to remain on top Alabama has to continue to work hard.

Late this summer, the state education department used a federal grant to form a career education advisory council, made up of educators and prominent persons in the field of business. This council has already met twice this school year and is currently devising a career education plan for the state.

Dr. William Cook, vice president of the Hudson Thompson Co. in Montgomery, and president of the career education advisory council, explained the task of the group as making the curriculum more effective and coordinating the efforts of educators and businessmen to promote career education. In many instances they plan to use businessmen in the classroom to show what is involved in a particular field. The end result, according to Cook, will be "instilling in students an appreciation for all tasks performed by human beings."

Executive Takes Careers Post

Dr. William E. Cook Jr., vice president of Hudson-Thompson, Inc., in Montgomery, has been elected president of the newly organized Alabama Career Education Advisory Council.

Dr. Edward M. Kurth, professor of education at Auburn University, was elected vice president-president elect.

The council, appointed by State Supt. Wayne Teague, was formed in compliance with federal regulations relative to career education and will "provide advice and assistance during the development of the state plan for career education."

The council is composed of members representing the following groups: education officials, other governmental agencies, business and industry, labor, teachers, parents and students.

The organizational meeting was held recently in Montgomery, and the next meeting is scheduled for Oct. 6 in Birmingham.

Don Walker
Superintendent of Education

ADMINISTRATION BUILDING
Church Street
Post Office Drawer 456
Phone 205/566-1850

Board of Education
Roy Holmes, President
T. L. Mills, Vice President
Mrs. Douglas Crawley
Mrs. J. R. Sanders
Knox Ryals

Pike County Board of Education

Troy, Alabama 36081

December 16, 1976

Mrs. Anita Barber, Specialist
Career Education
State Department of Education
State Office Building
Montgomery, Alabama 36130

Dear Mrs. Barber:

We have been most happy to have shared with you, one of our top executive personnel: Mrs. Ann Kelley; we hope Mrs. Kelley has an even greater involvement with you and your Career Education Program in the future. Mrs. Kelley has worked hard in this area and in my opinion above and beyond the call of duty. The copy of your letter commending Mrs. Kelley's involvement with the Career Education Program along with a copy of this letter will become permanents items in her personnel file.

Merry Christmas!

Sincerely,

Don Walker

DW/jmm

cc: Mrs. Ann Kelley

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

October 26, 1976

IMPORTANT INFORMATION

MEMORANDUM

TO: Alabama Participants of National Career Education Conference

FROM: Anita Barber Anita Barber
Career Education Coordinator

1. TRANSPORTATION - Regular bus service is available from airport to downtown terminals close to the hotels. Enclosed is a Xerox copy of the bus schedules, which should be of assistance to the contingent from your State. Late arrival at the airport may leave you stranded without bus transportation into Houston (30 miles away).

CHARTER BUS SERVICE - Please note that charter bus service is also available. Large contingents arriving together may want to make arrangements for this service. If so, please contact Mr. Otis Johnson, Chief Supervisor, Air Coach, P.O. Box 6020q, Houston, Texas 77205, Phone (713) 449-0316.

2. STATE CAUCUS - Alabama's state caucus will be in the Lunar Room of the Holiday Inn Downtown, Houston, Texas at 7:30 p.m., November 9. Dr. Wayne Teague, State Superintendent of Education, and Dr. William Cook, President of the Alabama State Advisory Council for Career Education, will preside over this caucus. Alabama will also have a hospitality room available for small meetings or get-togethers in the Holiday Inn Downtown. Please watch the hotel bulletin board or contact Anita Barber personally for this room number.

3. HOTEL CONFIRMATION - If you or those from your system attending the conference have not received hotel confirmation, call the Greater Houston Convention and Visitors Council at (713) 658-9201. Hotels have been running 14-20 days behind the Convention Council in confirming reservations.

4. HANDOUT MATERIALS - Handout materials you wish to distribute at the conference should be carried as baggage on your flight. Otherwise, we suggest contacting the hotel to see if they will arrange to hold your package if you mail it to them in advance. The greater Houston Education Foundation is located on the other side of town from the Astrohall, but if you wish, packages may also be sent to them at P.O. Box 3045, Houston, Texas 77001.

5. REGISTRATION PACKETS - We strongly recommend that if you have printed handout material on Career Education you should take some to share with all of Alabama during the caucus on Tuesday.

Please feel free to call (205) 832-5200 (Anita Barber; State Office Building, Montgomery, Alabama) if you have any questions.

BUS SERVICE DURING CONFERENCE - Transportation will be furnished free of charge four (4) times daily beginning at 7:30 a.m. from each hotel in the Houston area to and from the Astrohall (conference center).

ENCLOSURE

PROGRAM PRESENTERS FROM ALABAMA

SESSION #1. Topic 148; Room - Monday 10:45 a.m. until noon

Societal Problems and Needs for Career Education

Panel: Moderator - Dr. W. C. Hannah, Assistant Superintendent, Lauderdale County Board of Education, Florence, Alabama
Mr. J. B. Wier, Supervisor of Instruction, Pickens County Board of Education, Carrollton, Alabama

SESSION #1. Topic #111; Room - Monday 10:45 a.m. until noon

Career Education Practices: Area Vocational High School

Presenter: Mr. James R. Hollis, Alabama State Department of Education

SESSION #2. Topic #207; Room - Monday 1:30 p.m. until 2:45 p.m.

Career Education Practices: Early Primary Grades

Presenter: Mrs. Ann Kelley, Principal, Springhill Elementary School, Pike County Alabama

SESSION # 2. Topic #217; Room - Monday 1:30 p.m. until 2:45 p.m.

The Counselor Educator in Career Education

Presenters: Dr. Leeman Joslin, The University of Alabama, Tuscaloosa, Alabama
Dr. Bobby Anderson, University of Alabama, Birmingham, Alabama

SESSION #5. Topic #548; Room - Tuesday 1:30 p.m. until 2:45 p.m.

Career Education and Vocational Education

Presenter: Dr. Edwin Kurth, Auburn University, Auburn, Alabama

SESSION #5. Topic #504; Room - Tuesday 1:30 p.m. until 2:45 p.m.

Career Education and Basic Education: Allies not Enemies

Panel: Dr. Wayne Teague, State Superintendent of Education, Alabama Department of Education
Dr. George Weber, Washington
Dr. Rita Bryant, California
Dr. James D. Gates, Ohio

SESSION #5. Topic #528; Room - Tuesday 1:30 p.m. until 2:45 p.m.

Small Business in Career Education

Panel: Moderator - Dr. David Sawyer, Executive Director, Alabama Occupational Information System, Montgomery, Alabama
Dr. Carlton Smith, Superintendent, Hartselle City Board of Education, Hartselle, Alabama
Mrs. Glenys Mason, Supervisor Career Education, Mobile County Board of Education, Mobile, Alabama

SESSION #6. Topic #607; Room - Tuesday 3:15 p.m. until 4:30 p.m.

Secondary English Teachers in Career Education

Presenters: Mrs. Annette Cage, Senior High English Teacher, Arab City Board of Education, Arab, Alabama
Mrs. Blair Herren, Senior High English Teacher, Arab City Board of Education, Arab, Alabama

SESSION #7. Topic #724; Room - Wednesday 8:30 a.m. until 9:45 a.m.

Large Business and Industry in Career Education

Presenters: Dr. William Cook, Vice President, Hudson-Thompson Wholesale Food Distributors, Montgomery, Alabama; President, Alabama Advisory Council for Career Education
Mr. Earl Grabhorn, Executive of Texas Mid-Continent Oil and Gas Company
Mr. Bob Trebesch, Regional Personnel Director, Montgomery Ward, Inc.

SESSION #8. Topic #806; Room - Wednesday 10:00 a.m. until 11:15 a.m.

American Legion and the Legion Auxiliary Education Scholarship Program

Presenters: Mrs. Helen Montgomery, Past President Alabama Department American Legion Auxiliary
Mrs. Anita Barber, State Department Consultant Career Education and Past President Alabama Department American Legion Auxiliary

Cook Scores Modern Education For Failure To Prepare Youth for Life's Responsibilities

'Gradeless Farce, Watered-Down Curricula Lashed

(Editor's note: Following are excerpts from the text of an address delivered to the recent Governor's Conference on Education and Economic Development. Because of its relevance to the overall purpose of the conference and because the subject holds great interest to leaders in education, business and government, it is being reprinted in part. Regrettably, space limitations prevent carrying it in its entirety.)

By William J. Cook, Jr., Ph.D.
Vice President
Hudson - Thompson, Inc.
President, Advisory Council on
Career Education,
Alabama Department of Education

Ladies and Gentlemen, we have met here to discuss ways of insuring the future of this State through economic growth. We have discussed many excellent programs and proposals. However, if you will recall, most of these have been institutional in nature. May I suggest rather strongly that activities involving only institutional relationships provide very limited solutions to the problem of developing our most precious economic resource. That resource is our people, particularly our young people. I believe that ultimately the answer to this problem is the one-on-one teacher-pupil relationship in a practical-minded learning environment.

No one asked me for a testimony on behalf of Career Education, but I believe that it may well be the salvation of the educational process in this State; perhaps, the entire country. And our turning to it is timely indeed. For many years now, perhaps even for decades, there has been an ever widening gap between the classroom and life. Not only do students graduate unprepared for life-careers, they graduate undecided upon life-careers.

Much has been said recently about the continuing erosion of scores made by students on standardized tests, about their inability to read, about their verbal semi-literacy and diminished powers of reasoning. Technical competence itself is generally accepted by educational institutions as something which will be taught by the employer in on-the-job training after graduation. To state it candidly, some observers feel that educational institutions seem either to be failing at what they are doing, do not know what they are doing, or have altogether relinquished responsibility for doing anything at all. Business acuses education of being inadequate or irrelevant; education condemns business because it does not follow the textbook.

So, the gap widens – and students, schools, business and society in general suffers irrevocable damage – mostly the student. I suspect that much of the student unrest of the sixties was a result of the frustration of students caught somewhere in the middle between book and life, classroom and office, laboratory and factory.

Even now, we train them to disappoint them – but we do not train them for disappointment (like the recent college graduate in data processing who discovered his training was a generation out-of-date, or the young woman with a Ph.D. in literature from Yale who now

works as a sales clerk in a department store and writes copy for a porno magazine). I understand injustice at this level more than any other. I do not mean that educational forces and business have not attempted to reconcile the difficulty.

It would be impossible here to elaborate on the many other positive moves by education, or even to mention the recent commendable efforts in this State; the important thing is that the dominant trend in educational philosophy recently has tended toward the practical and the relevant.

But, have not these good intentions been thwarted at times by our expecting our schools to accomplish as primary missions what rightly are but peripheral to their basic original function? They have been charged with the responsibilities of the home, the church, the courts, the banks and God knows what else. I maintain that until the schools are allowed to return to their primary original function – that of education – that there will continue to be an annual crop of sorrowful, uninspired, unprepared, frustrated seekers.

Just recently I listened as one of the highest elected officials of this State spoke of the schools' rightful role in our society as that of "parent." I categorically and unequivocably reject such a foolish notion. Surely, he must realize that the term "In loco parentis" was never intended to imply either the familial relationships or the social responsibilities of the home.

Now, I know that in human endeavors of this magnitude there is a certain amount of common ground; but that is all the more reason to exercise discipline within definite boundaries. Otherwise, goals, standards and accountability become blurred and society's orderly progress is impeded. I maintain that a school can be only one thing – a school.

Just as education leaders have moved toward reconciliation, so also have business and industry attempted to deal with the problem. We have not been selfish with out financial support – but perhaps we have too often unintentionally denied education institutions our time and understanding. It is easy for us to provide a scholarship, build a library or hire a student intern, but what about the time-consuming process of developing and testing a curriculum; of reading to approve textbooks while respecting academic freedom; and of all the other demanding chores required for a thorough practical education for each individual student?

Business, frequently as a last resort, has established its own educational programs. In fact, some of these programs now rival the most sophisticated educational institutions.

As much as I regret this situation, I understand it. Recently, I had the opportunity to hear the regional personnel director of a nationwide retail firm discuss the problems he faces in recruiting and training management for some thirty thousand employees. The major problem among his manager trainees is an appalling lack of motivation toward success or achievement and the lack of self-confidence in their ability to produce results and effect change.

In addition, 1) They have little knowledge of the functioning of the free enterprise system; 2) They are unaware of basic management skills; 3) They are temperamentally unsuited for the pressures of profit and loss accountability and for the stress of the dynamics of

(Continued on Page 9)

Industry, State, County Cooperate On Adult Basic Education Project

PINE HILL -- Basic education--reading, writing, arithmetic--may prove to be a key to in-house industrial growth in Alabama, if preliminary results of a program at MacMillan Bloedel, Inc., here are borne out.

Too many Alabamians are found wanting in those basics, and that puts a ceiling on their advancement in industrial skills and earnings.

Recognizing this frustrating problems, Ernie Dyess, MacMillan Bloedell personnel and public relations supervisor, approached Sam Hughston, Adult Basic Education (ABE) area supervisor for a solution.

Together they brought basics to the plant, where an instructor supplied by Wilcox County and the State of Alabama quickly enrolled 17 students in twice weekly classes.

Supporting the program of bringing schooling to industry is Norman Parker, state coordinator of ABE, who points out, "ABE's responsibility is to seek out, motivate and recruit undereducated adults to provide the help they need. If they won't come to us, then we'll just go to them."

The benefits to worker and employer are obvious. The former gets the basic knowledge needed to master new skills and responsibilities, and the latter gets a more skilled and versatile work force. Enthusiasm at MacMillan Bloedell was demonstrated when students braved snowy and icy roads to attend classes at the plant when it was shut down by bad weather.

The basics program got support from George Howard, director of Alabama Industrial Development (AID) training, which prepares workers for new jobs and promotions.

"Trainees possessing the basic communications skills are more easily introduced to industrial tasks. We can train such a man or woman to work with skill and efficiency on any operation within the plant," Howard said.

The other side of that coin is that persons poor in basics have difficulties obtaining even laboring jobs, and little hope of rising into skilled slots.

Parker is hopeful that the MacMillan Bloedell experience will encourage other Alabama plants to sponsor ABE courses.

He notes: "The 1975-76 year saw 1,487 persons find employment after upgrading their education through ABE; 1,398 others got better paying jobs, raises, or promotions through involvement with ABE."

Parker believes that a push from the business sector will push these figures even higher in the next few years.

When the collective intelligence of a civilized, self-governing people is diminished by the lack of responsibility on the part of its individual members and their insatiable demands for more and more "free" governmental services and benefits are reflected in weak elected officials who willingly serve these selfish, infantile instincts to a degree impossible for the body politic to pay for...it is an inevitable corollary that a people's collective greatness has passed and that decline will follow. England, Sweden, Australia and Chile are countries where national financial crises have been experienced in recent years. New York City is the classic municipal example of this socialistic malady. If the people of this country do not soon reverse the sickening skid into the Welfare State, in a few decades the United States is likely to be added to the junk heap of former great nations.--Warrab Nodsen.

COOK SCORES EDUCATION

(Continued from Page 4)

corporation life.

I admired Admiral Rickover a long time before it was fashionable. Not long ago, he was asked to testify before a congressional committee investigating a defense matter. At the end of the formal session, he was asked, off the record, his opinion as to the greatest malaise affecting our country. His reply was eloquent but sad. "Mediocrity" was his answer -- our willingness to accept second best -- being satisfied with selfish comforts -- having no purpose beyond ourselves.

When I view the watered-down curricula of some of our schools, the gradeless farce in which no one fails, teaching experiments designed to hide winners and protect losers, then I come fully to understand why we have deliberately taught ourselves how to salve our lethargy and inability with an appeal to the egalitarianism of mediocrity. Surely a noble failure is still eminently better than a mediocre success – and I expect Career Education to teach that.

And to the degree that Career Education teaches ethics (standards), personalization (individuality), and excellence (love of achievement) will it find relevance and practicality in information and experience; and to the degree that it finds relevance and practicality will it succeed in preparing our students for all of life.

BUSINESS, EDUCATION ROLES

(Continued from Page 5)

conference that Alabama's people were its greatest resource.

Bamberg said that the attitude of Alabamians has contributed to our favorable business climate. He stated that industrialists coming to Alabama to open branch plants have repeatedly told him that they felt they were coming to a state where the people respected the free enterprise system.

James S. Crow, board chairman First National Bank of Mobile, said that one of the problems of continued economic development in Alabama was "inflation" which was making it difficult for American industry to find enough money to build plants. He predicted that adequate sources of investment capital would continue to be a problem until the inflation problem was solved. And because manufacturing creates wealth for education and government, the problem was one of interest to all groups, he added.

When the credibility of the business community is questioned by government, it can result in public antipathy which can hurt the development process Crowe stated.

Bill Cathell, executive director, SE Alabama Regional Planning and Development District, related how his group worked closely with chambers of commerce and local governments in his area to accomplish orderly economic growth.

"Individual counties could not afford all the services the LDD provides through mutual cooperation," Cathell pointed out. "We do not dictate to anyone. 'Work with' is an important phrase in our development commission."

James Record, Madison County Commission chairman, reported that cooperation between the three groups was a fact of life in his area and was the "key to the progress we have made in Huntsville...it's regrettable this spirit of cooperation does not exist in every community in the State." To offset the loss of many jobs that occurred when the national space effort was curtailed, Huntsville developed an aggressive industry hunting effort and has been tremendously successful in attracting many new manufacturing companies in recent years.

According to Sam Reynolds, conference chairman, over 200 people registered for the conference. Sponsored principally by the Alabama Regional Planning and Development Commissions and the Economic Development Administration, the conference also had the support of the Governor's Office, State Dept. of Education, State Chamber of Commerce, National Association of Development Organizations, and Alabama Development Office.

ALABAMA ADVERTISING Professional Pa... 921 3rd Avenue Tuscaloosa, Alabama 354...
This Clip From BIRMINGHAM NEWS Birmingham, Alabama 35202 Issue dated MAR 31 1977

State board wants career orientation in every classroom

BY KATE HARRIS
News staff writer

MONTGOMERY — The State Board of Education and Supt. Wayne Teague are strong supporters of career education, but think it should not be separate from other courses offered in public schools.

A committee appointed to study revision of the Alabama high school curriculum recommended in a preliminary report that a half-unit in career education be added as a requirement for graduation.

But Teague told 300 education leaders attending a career education conference Wednesday, "I don't think this will be approved."

However, career education will "be infused into the classroom at all grade levels," he said.

A NUMBER OF conferences have been held throughout the state to bring instructors up to date on the best methods of doing this. The Education Department staff also is working with teacher colleges to stress weaving career education into all subjects their graduates teach.

"Career education should not be conceived as a program separate from the rest of the curriculum," said Teague.

The State Board of Education said in February that "the concept of career education be reflected in the total curriculum" of all Alabama schools.

Anita Barber is coordinator of career education for the State Department of Education. Attending the two-day conference which ended today were career education coordinators for school systems, representatives of industry and [redacted] leaders.

[redacted] BERRYMAN, director of instruction for the State Department of Education, said a major job for teachers will be to relate academic learning to job skills students are interested in.

The principal's role, he said, will be to "create opportunities for students and teachers to tie together basic subjects and vocational education."

"Business people and industries will be interested in seeing that the student is well prepared so that he will be employable later," said Barryman. "Parents will be glad to see that their children are guided toward seeing a purpose for learning basic subject matter."

He said career education is "being sure that what we ask the kids to learn has some common sense behind it."

State Treasurer Melba Till Allen greeted the group, which also heard Dr. William Cook Jr. of Montgomery predict that "career education may well be the salvation of the educational process in this state."

"FOR MANY YEARS now, perhaps even for decades, there has been an ever-widening gap between the classroom and life. Not only do students graduate unprepared for life careers, they graduate undecided upon life careers," he said.

Cook, vice president of Hudson-Thompson Co., is president of the State Department of Education's Advisory Council on Career Education.

Speaking at today's luncheon was Dr. David Jessar, director of career education, Council of Chief State School Officers, Washington, C.C.

June 21, 1977

Senator William Hathaway
Senate Office Building
Washington, D.C. 20510

Dear Senator Hathaway:

As Spokeman for Alabama's 44 member Career Education Advisory Council we wholeheartedly support the Career Education bill S.1328 and appreciate your efforts toward trying to get it's passage through the Senate.

This piece of legislation could be the salvation of numerous worthwhile educational innovations which are presently underway in schools and classrooms from kindergarten through university levels in our state as well as across the nation. We have on file in the Career Education Office of the Alabama State Department of Education data which has been obtained from a recent statewide needs assessment, from 10% of all the students, parents, teachers, educational supervisors, and administrators in the state, that documents the effective impact Career Education has made upon the lives of the young people in our state.

In speaking for the business, industry, labor leaders on our Council we strongly urge your continued support and the passage of S.1328. We know that Career Education makes all education more relevant to adult life and holds big dividends in training youth to assume their roles in our employment.

Sincerely yours,

William J. Cook, President
Alabama Career Education Advisory Council
Vice President, Hudson-Thompson Co., Inc. Montgomery, AL.

JOHN H. BUCHANAN, JR.
6TH DISTRICT, ALABAMA

MEMBER:
COMMITTEE ON INTERNATIONAL RELATIONS
SUBCOMMITTEES:
INTERNATIONAL OPERATIONS
INTERNATIONAL POLITICAL AND MILITARY AFFAIRS

COMMITTEE ON EDUCATION AND LABOR
SUBCOMMITTEES:
ELEMENTARY, SECONDARY AND VOCATIONAL EDUCATION
EQUAL OPPORTUNITIES
POST-SECONDARY EDUCATION

Congress of the United States
House of Representatives
Washington, D.C. 20515

April 4, 1977

JANEAN L. MANN
JAMES T. APPLE
2139 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
202-225-4921

DISTRICT OFFICE:
CAROLYN R. GOLDEN
EXECUTIVE ASSISTANT
ROOM 105, FEDERAL BUILDING
1800 FIFTH AVENUE NORTH
BIRMINGHAM, ALABAMA 35203
205-254-1525

APR 13 1977

Dr. Wayne Teague
State Superintendent of Education
State Department of Education
Montgomery, Alabama

Dear ~~Dr. Teague~~ Wayne:

I have received the telegram of the State Career Education Conference in support of H.R. 7, the Elementary and Secondary Career Education Act of 1977 and appreciate knowing of the Conference's support for this measure.

As one of the authors of this legislation, I share your appreciation for the need for this legislation and certainly intend to work for its passage on the Floor of the House.

Thank you again for taking the time to let me hear from you.

With kindest personal regards,

Sincerely,

John H. Buchanan, Jr.
Member of Congress

JHB:jlm

7TH DISTRICT, ALABAMA

HOME ADDRESS
FflorENCE, ALABAMA

Congress of the United States
House of Representatives
Washington, D.C. 20515

COMMITTEES
PUBLIC WORKS AND TRANSPORTATION
SCIENCE AND TECHNOLOGY

April 7, 1977

APR 22 1977

Dear Tom:

Thank you for writing and informing me of your support for H.R. 7, legislation providing full funding for Career Education programs.

I plan to vote today in favor of H.R. 7. I think the career programs provided for in this bill will be of great assistance to the young people of Alabama and the nation.

Thank you again for sharing with me your views on this measure. Please feel free to contact me whenever I can be of service to you.

With best wishes, I am

Your friend,

Ronnie G. Flippo

F:jw

TOM BEVILL
4TH DISTRICT, ALABAMA

COMMITTEE:
APPROPRIATIONS

WASHINGTON ADDRESS:
2308 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
AREA CODE 202, TELEPHONE: 225-4876

Congress of the United States
House of Representatives
Washington, D.C. 20515

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CULLMAN, ALABAMA 35055
TELEPHONE: 734-8043

THE FEDERAL BUILDING
GADSDEN, ALABAMA 35901
TELEPHONE: 546-0201

1312 HIGHWAY 78 EAST (BYPASS)
JASPER, ALABAMA 35501
TELEPHONE: 221-2310

April 8, 1977

Mr. Tom Eden
Executive Vice President
Alabama Textile Manufacturers
Association, Inc.
125 South McDonough Street
Montgomery, AL 36104

Dear Tom:

Thank you so much for your recent letter. You are most kind to write and I appreciate it very much. It was my pleasure and privilege to be with you and the other members of the Alabama Textile Manufacturers Association.

As I am sure you know, the House of Representatives this week passed H.R. 7, with my support. I agree with you that Alabama will benefit from the funding for Career Education, which was included in this bill.

It was a particular pleasure to have the opportunity to visit with you. I enjoyed our talk. Your friendship and support are valued highly, and I hope you will let me know anytime I can be of service to you.

With kindest personal regards,

Sincerely,

Tom

Tom Bevill, M. C.

TB:gf

WALTER FLOWERS
7TH DISTRICT, ALABAMA

401 CANNON BUILDING
WASHINGTON, D.C. 20515
AREA CODE 202, 225-2665

COUNTIES:
BIBB — MARENGO
CHILTON — PERRY
CHOCTAW — SHELBY
DALLAS — SUMTER
GREENE — TUSCALOOSA
HALE
JEFFERSON (PRECINCTS 1, 2, AND 4)

Congress of the United States
House of Representatives
Washington, D.C. 20515

JUDICIARY
SCIENCE AND TECHNOLOGY
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CHARLES HENDRIX
BESSEMER, ALABAMA 35020
AREA CODE 205, 425-9011

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SELMA, ALABAMA 36701
AREA CODE 205, 875-2884

April 14, 1977

Mr. Tom Eden
Executive Vice President
Alabama Textile Manufacturers
Association, Inc.
124 South McDonough Street
Montgomery, Alabama 36104

Dear Tom:

Many thanks for your letter of recent date expressing pleasure with the defeat of the common situs picketing legislation and asking for my support of H.R. 7, the Career Education Act of 1977.

As you perhaps know, the House of Representatives on April 5 suspended the rules and passed H.R. 7 authorizing $275 million for fiscal years 1978-85 for grants to states to help local and state agencies provide career education programs for elementary and secondary schools. I, along with an overwhelming majority of the House Membership, voted for the legislation. Hopefully the Senate will take prompt action as well.

It is good to hear from you and I look forward to seeing you again.

With best wishes, I am

Sincerely yours,

Walter

Walter Flowers

WF/mb

THIS STATIONERY PRINTED ON PAPER MADE WITH RECYCLED FIBERS

CRITERIA

CAREER EDUCATION STATE PLAN

ALABAMA DEPARTMENT OF EDUCATION

1.0 STATE'S DEFINITION

- 1.1 Endorsement by Chief State School Officer
- 1.2 Endorsement of Board

2.0 EVIDENCE OF NEED

- 2.1 Needs of all students K-postsecondary
- 2.2 Needs of all educational personnel in LEAs and postsecondary institutions
- 2.3 Needs of communities (parents, business, industry, labor)

3.0 PROCEDURES FOR CONDUCTING LOCAL NEEDS ASSESSMENTS

4.0 OBJECTIVES FOR ONE YEAR AND FIVE YEARS IMPLEMENTATION WITHIN STATE

5.0 STRATEGIES, ACTIVITIES FOR IMPLEMENTATION BY:

- 5.1 Curriculum changes related to all grades and disciplines K-postsecondary
- 5.2 Curriculum Enrichment Activity Programs
  - 5.2-1) Scholastic and/or honor societies
  - 5.2-2) Service clubs
  - 5.2-3) Subject-oriented clubs (French, Spanish, etc.)
  - 5.2-4) Atheletic-oriented clubs
  - 5.2-5) Social clubs
- 5.3 Meeting needs of special groups
  - 5.3-1) Physically and mentally handicapped
  - 5.3-2) Academically and economically disadvantaged
  - 5.3-3) Gifted and talented
- 5.4 Elimination of stereotyping by race and/or sex

5.5 Career counseling, career guidance, career placement and follow-up

5.6 Training and retraining of persons involved in conducting career education

5.6-1) Professional personnel development--pre-service and in-service

5.6-2) Teacher education programs

5.7 Involvement of business, labor, industry, professional and community groups at state and local level

5.7-1) Establishment of advisory councils

5.7-2) Orientation and involvement of parents

5.7-3) Assessment of governmental agencies who assistance for career education implementation is needed

5.7-4) Field trips

5.8 Dissemination of information about career education to state and local agencies and institutions

6.0 RESOURCE IDENTIFICATION

6.1 Educational instructional materials

6.2 Educational facilities

6.3 Educational personnel

6.4 Exemplary, innovative, demonstration career education programs within state

6.5 Business, labor, industry, governmental

6.5-1) Human resources

6.5-2) Material resources

6.5-3) Physical resources

6.5-4) Fiscal resources

7.0 RESPONSIBILITIES FOR ADMINISTERING, IMPLEMENTING AND MONITORING CAREER EDUCATION

7.1 State Education Department

7-2 Local superintendents

7.3 Supervisors

7.4 Principals

7.5 Counselors

7.6 Teachers

7.7 Parents

7.8 Business, industry, labor, other governmental agencies

8.0 EVALUATION

8.1 Local education agencies

8.2 Personnel training programs

8.3 Postsecondary pre- and in-service

8.4 Special projects

9.0 STATE MANAGEMENT AND RESPONSIBILITIES TOWARD IMPLEMENTATION

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

March 30, 1977

Dear

It is our understanding that H.R. 7, the Elementary and Secondary Career Education act of 1977, will be considered by the House of Representatives on either April 4 or 5, 1977.

The Bill, as it exists in its present form, has been carefully considered by various educational agencies in Alabama, more important, it has also been considered by numerous leaders of business, industry, education and labor who have been working together to implement the concept in the several educational systems of Alabama.

Over 250 citizens of Alabama, in a state-wide career education conference in Montgomery, March 30-31, 1977, share the supportive views of H.R. 7 that have been noted above. They believe that H.R. 7 will be good for the State of Alabama, its educational institutions, and, more important, for the young people who populate those institutions.

We urge your support of the Elementary and Secondary Career Education Act of 1977--H.R. 7, when it is considered by the House of Representatives.

Respectfully submitted March 30, 1977, Governor's House Motel, Montgomery, Alabama, State Career Education Conference.

By:

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L. A. Marston

Don Walker

Guild Dare Johnson

Ann Quigg

Archie F. Stuart

Nita Fowler

Margaret Delahay

Charles P. Hazle

Clerit Owens

Edward K. Wood

W. Hooker Davies

L H Moore

D Langer

D. C. Bedell

C. V. Hollis

Isabelle B. Thomasson

Alfred P. Thomasson

Mary G. Street

M Terry Kimbrough

Annie Bates

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Ann B. Holbrook

Martha Walker

Johnny Wright

Vern Davis

Mary Alyce Sanders (Mrs. J. R.

Delatha Buckley

Ann Kelley

Doug R. Carlson

Edwin F. Keith

Fred Hubbard

Thomas W. Burns

J. F. Pettigrew

Archie F. Stuart

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Lettie M. Cox

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Ann Dobbs

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Brooks Barnes

Alan Wesley
Q Ederer
Estelle McGinnis
Ruth Spruill
Leanee Matthews
Elizabeth Cheshire
Louise Crawford
Martha Tidmore
Evan K Major Jr.
Larry M. Williams
Shirley Anderson
Henry T. Mason
J. B. Wier
Carlton Smith
Flint Gillespie
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Jamandre P. Acosta
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This Clip From
THE MONTGOMERY ADVERTISER
Montgomery, Alabama 36104
Issue dated
MAR 30 1977

Career Conference Scheduled

Businessmen and educators are scheduled to speak at a conference on career education here Wednesday and Thursday.

The conference is sponsored by the Alabama State Career Education Advisory Council and the State Department of Education.

Speakers Wednesday include State Supt. Wayne Teague, State Treasurer Melba Till Allen and Dr. William Cook Jr., vice president of Hudson-Thompson Co.

Thursday's speakers include Dr. David L. Jesser, director of the Career Education Project of the Council of Chief State School Officers; Earle Kitchen, store manager, Sears; Tom Eden, executive director, Alabama Textile Manufacturers; and C. C. Davis, Gadsden superintendent of schools.

The conference theme is "Career Education Today—A Better World of Opportunity Tomorrow."

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THE PICKENS COUNTY HERALD
Carrollton, Alabama
Issue dated
APR 4 1977

Attend State Conference

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J.B. Weir and George Derden, III, along with more than two-hundred participants, attended a State Conference on Career Education - Theme, "Career Education Today - A Better World of Opportunity Tomorrow," on March 30 and 31. The activities included general sessions, banquet and luncheon meetings, and small group sessions where participants discussed the following topics:

Career Education and Its Objectives; The National Education Picture; Community Involvement in Career Education; Business Involvement in Career Education; Industry Involvement in Career Education; Report of the National Commissioners's Conference on Career Education; and The Role of Advisory Councils in Career Education.

The discussions strongly indicated that business, industry, and labor communities favor collaborating with the education community in the process of implementing the career education concept in grades K. through post-secondary. State Superintendent, Wayne Teague, is endorsing the implementation of the career education concept as an approach to curriculum improvement.

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36130

Wayne Teague
State Superintendent of Education

May 19, 1977

ok Wayne Teague

MEMORANDUM

TO: Dr. Wayne Teague

FROM: Anita Barber/Floyd Johnson ab.
Career Education Specialists

RE: Appointment of special consultants to
Career Education Advisory Council

Will you please approve the following persons as special consultants to the State Career Education Advisory Council for the development of the Career Education State Plan.

This group will be utilized for a short term during the next few months.

There are enough funds in the Federal budget to take care of any necessary expenses. Each will be paid travel plus $20. per diem for the first orientation session, and $50. per day honorarium plus travel and per diem for each day they spend in actual writing sessions.

COUNSELORS

Mrs. Rachel Sykes
Grissom High School
7901 Bailey Cove Road
Huntsville, Alabama 35802

Mrs. Linda Ayers
County High School
Heflin, Alabama 36264

Mr. O.D. Dodd
Sylacauga High School
701 North Broadway
Sylacauga, Alabama 35150

Martha Livingston
Roxie Drive
Florence, Alabama 35630

TEACHERS

Mrs. Gracie Guerrney
Powell Elementary School
2331 6th Avenue North

Mrs. Jo Edeker
107 Trammel Street
Roanoke, Alabama

Mrs. Annette Haislip
Arab City High School
Arab, Alabama 35016

SUPERINTENDENTS

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Hartselle, Alabama

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Decatur City Board of Education
Decatur, Alabama 35601

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Jefferson and Main Streets
Livingston, Alabama 35470

Mr. Jack Cook
Bullock County Board of Education
Union Springs, Alabama 36089

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Arab, Alabama 35016

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Route 5 Old Orrville Road
Selma, Alabama 36701

Carolyn D. Trolinger
3501 Old Montgomery Highway
Selma, Alabama 36701

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County High School
Brundidge, Alabama 36010

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Mr. Ted Jones
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412 North 17th Street
Bessemer, Alabama 35020

STATE DEPARTMENT OF EDUCATION CONSULTANTS FOR STATE PLAN WRITING

Dr. Clinton Owens
Assistant Director
Division of Instruction

Mr. Floyd Johnson
Education Specialist
Career Education

OTHER GOVERNMENTAL AGENCY

Mr. Albert May
Route 1, Box 45
Sawyerville, Alabama

AGENDA

COMMUNITY RESEARCH TASK FORCE
CAREER EDUCATION STATE PLAN

May 26, 1977, 4:00-8:00 p.m.
Rodeway Inn -- Birmingham, Al.

I. Status of Career Education - Dr. Clinton Owens

II. Film - "Career Education"

III. Report from Advisory Council - Dr. William Cook & Dr. Ed Kurth

IV. Outline of State Plan Efforts - Anita Barber

V. Report of Statewide Needs Assessment - Floyd Johnson

VI. Questions and Answers

VII. Plans for future meeting - Floyd Johnson

VIII. Individual group meetings

AGENDA

Community Research Task Force
Career Education Workshop
Guntersville, Alabama
June 27-29, 1977

Monday - June 27, 1977

10:00a.m. to 12:00a.m. - General Session
Room - Dogwood #3

12:00a.m. to 1:30 p.m. - Lunch (Dutch)

1:30 p.m. to 3:00 p.m. - Small Group Meeting
Counselor's Room -
Teacher's Room -
Superintendent's Room -
Principal's Room -
Supervisor's Room -

3:00 p.m. to 3:30 p.m. - Break

3:30 p.m. to 5:00 p.m. - Small Group Meeting

5:00 p.m. to 8:00 p.m. - on your own

8:00 p.m. to 9:30 p.m. - General Session

Tuesday - June 28, 1977

8:30 a.m. to 10:00 a.m. - Small Group Meeting

10:00 a.m. to 10:30 a.m. - Break

10:30 a.m. to 12:00 a.m. - Small Group Meeting

12:00 a.m. to 1:30 p.m. - Lunch (Dutch)

1:30 p.m. to 3:00 p.m. - Small Group Meeting

3:00 p.m. to 3:30 p.m. - Break

3:30 p.m. to 5:00 p.m. - General Session

5:00 p.m. to 8:00 p.m. - on your own

8:00 p.m. to 9:30 p.m. - General Session

Wednesday - June 29, 1977

8:30 a.m. to 10:00 a.m. - Small Group Meeting

10:00 a.m. to 10:30 a.m. - Break

10:30 a.m. to 12:00 a.m. - ~~General Session~~ Small Group Sessions

12:00 a.m. to 1:30 p.m. - Lunch (Dutch)

1:30 p.m. to 3:00 p.m. - General Session

3:00 p.m. to 5:00 p.m. - General Session